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2008
AMENDMENTS
to the
Program of Studies: Senior High Schools

1. **Replace** (2007) front-end pages i to vii and Preamble pages 1 to 4 with **revised** (2008) front-end pages i to vii and Preamble pages 1 to 4.

2. INTEGRATED OCCUPATIONAL PROGRAM
   - **Replace** the Integrated Occupational Program title page, following the Integrated Occupational Program divider.
   - **Remove** IOP Social Studies 16–26, pages 1 to 26.

3. KNOWLEDGE AND EMPLOYABILITY
   - **Replace** the Knowledge and Employability title page, following the Knowledge and Employability divider.

4. MATHEMATICS
   - **Replace** the Mathematics title page, following the Mathematics divider.
   - **Insert new** Mathematics Grades 10–12, page 1, following the Mathematics title page.
   - **Insert new** Mathematics Grades 10–12, pages 1 to 46, following the Mathematics Grades 10–12, page 1.

5. SCIENCE
   - **Replace** the Science title page, following the Science divider.
   - **Remove** Vision Statement: Senior High Science Programs (Revised 1994), page 1.
   - **Remove** Biology 20–30 (1998), pages 1 to 69.
   - **Remove** Chemistry 20–30 (1998), pages 1 to 51.
   - **Remove** Physics 20–30 (1998), pages 1 to 69.

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6. SECONI

- **Repl** econd Languages divider.
- **Insert new** French as a Second Language 10-3Y, 20-3Y, 30-3Y, pages 1 to 39, following Chinese Language and Culture 10-6Y, 20-6Y, 30-6Y, page 37.
- **Insert new** French as a Second Language 10-9Y, 20-9Y, 30-9Y, pages 1 to 25, following French as a Second Language 10-3Y, 20-3Y, 30-3Y (Three-year Program), page 39.
- **Remove** French as a Second Language (ECS to Grade 12), pages 5 to 14, and **replace** with **revised** French as a Second Language (ECS to Grade 12), page 5.
- **Remove** French as a Second Language (ECS to Grade 12), pages 15–16, and **replace** with **revised** French as a Second Language (ECS to Grade 12), pages 15–16.

7. SOCIAL STUDIES

- **Replace** the Social Studies title page, following the Social Studies divider.
- **Replace** Social Studies, page 1 (2007), following the Social Studies title page, with **revised** Social Studies, page 1 (Revised 2008).
- **Insert new** Social Studies 20-1 and 20-2 (2007), pages 13 to 36, following Social Studies 10-2 (2007), page 38.
- **Remove** Social Studies 20 (Revised 2000), pages 25 to 40, and **replace** with **revised** Social Studies 20, page 25 (Revised 2008).
- **Remove** Social Studies 23 (Revised 2000), pages 25 to 38, and **replace** with **revised** Social Studies 23, page 25 (Revised 2008).

PROGRAM *of* STUDIES

Senior High Schools

This Program of Studies is issued under the authority of the Minister of Education pursuant to section 39(1) of the *School Act*, Revised Statutes of Alberta 2000, Chapter S–3, January 1, 2007.

Alberta
EDUCATION

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This document reflects changes in the program of studies for senior high schools up to August 2008.

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PROGRAM OF STUDIES: SENIOR HIGH SCHOOLS

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PREAMBLE

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Religious and Patriotic Instruction 4

Course **All programs of study are available for viewing and downloading at http://education.alberta.ca/teachers.aspx.**	A. Program Rationale and Philosophy	B. General Learner Expectations/ General Outcomes	C. Specific Learner Expectations/ Specific Outcomes
ABORIGINAL LANGUAGE AND CULTURE PROGRAMS			
Blackfoot Language and Culture 10–20–30	1993	1993	1993
Cree Language and Culture 10-3Y, 20-3Y, 30-3Y	2007	2007	2007
Cree Language and Culture 10-6Y, 20-6Y, 30-6Y	2007	2007	2007
Cree Language and Culture Twelve-year Program (K–12)	2005	2005	2005
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CAREER INTERNSHIP 10	2002	2002	2002
CAREER AND LIFE MANAGEMENT	2002 p.3 2004	2002	2002
CAREER AND TECHNOLOGY STUDIES			
Career and Technology Studies [applies to all 22 strands]	1999 p. 4 2005		
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Enterprise and Innovation	1997	1997	

The dates in the grid indicate the most current and up-to-date sections in each program of studies.

Course **All programs of study are available for viewing and downloading at http://education.alberta.ca/teachers.aspx.**	A. Program Rationale and Philosophy	B. General Learner Expectations/ General Outcomes	C. Specific Learner Expectations/ Specific Outcomes
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Logistics	1997	1997	
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Mechanics	1997 p. 11 2005	1997 p. 34 1998	
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Wildlife	1997	p. 18 2002 1997	
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Art 10–20–30	1986	1986	1986
Art 11–21–31	1989	1989	1989
Drama 10–20–30	1991	1991	1991
Choral Music 10–20–30	1994	1994	1994
General Music 10–20–30	1991	1991	1991
Instrumental Music 10–20–30			
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Green Certificate Program (applies to each specialization)	2006	2006	
Bee Keeper Production Technician	2006	2006	
Cow–Calf Beef Production Technician	2000	2000	
Dairy Production Technician	2000	2000	
Feedlot Beef Production Technician	2000	2000	
Field Crop Production Technician	2000	2000	
Irrigated Field Crop Production Technician	2000	2000	
Sheep Production Technician	2000	2000	
Swine Production Technician	2000		
INFORMATION AND COMMUNICATION TECHNOLOGY	2000	2000	2000
INTEGRATED OCCUPATIONAL PROGRAM			
Occupational Component 36	1992	1992	1992

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Course **All programs of study are available for viewing and downloading at http://education.alberta.ca/teachers.aspx.**	A. Program Rationale and Philosophy	B. General Learner Expectations/ General Outcomes	C. Specific Learner Expectations/ Specific Outcomes
KNOWLEDGE AND EMPLOYABILITY			
Academic Courses			
English Language Arts 10-4, 20-4, 30-4	2006	2006	2006
Mathematics 10-4, 20-4	2006	2006	2006
Social Studies 10-4, 20-4	2007	2007	2007
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Occupational Courses 10-4, 20-4, 30-4	2006	2006	2006
Art/Design and Communication	2006	2006	2006
Auto Mechanics	2006	2006	2006
Business Services	2006	2006	2006
Construction: Building	2006	2006	2006
Construction: Metal Fabrication	2006	2006	2006
Cosmetology	2006	2006	2006
Fabrics	2007	2007	2007
Foods	2006	2006	2006
Horticulture	2006	2006	2006
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Natural Resources	2007	2007	2007
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LANGUAGE ARTS			
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English Language Arts 10-2, 20-2, 30-2	2003	2003	2003
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Chemistry 20–30	2007	2007	2007
Physics 20–30	2007	2007	2007
Science 20–30	2007	2007	2007
Science 14–24	2003	2003	2003

❶ Program information only.

Course All programs of study are available for viewing and downloading at http://education.alberta.ca/teachers.aspx.	A. Program Rationale and Philosophy	B. General Learner Expectations/ General Outcomes	C. Specific Learner Expectations/ Specific Outcomes
SECOND LANGUAGES			
Chinese Language and Culture 10-3Y, 20-3Y, 30-3Y	2005	2005	2005
Chinese Language and Culture 10-6Y, 20-6Y, 30-6Y	2005	2005	2005
French as a Second Language 10-3Y, 20-3Y, 30-3Y	2007	2007	2007
French as a Second Language 10-9Y, 20-9Y, 30-9Y	2004	2004	2004
French as a Second Language (ECS to Grade 12)	1992	1992 pp. 7–8 1994	1992 p. 5 2008 pp. 15–16 2008 p. 17 1994 p. 18 1996
German Language and Culture 10-3Y, 20-3Y, 30-3Y	2006	2006	2006
German Language and Culture 10-6Y, 20-6Y, 30-6Y	2006	2006	2006
Italian Language and Culture 10-3Y, 20-3Y, 30-3Y	2006	2006	2006
Italian Language and Culture 10-6Y, 20-6Y, 30-6Y	2006	2006	2006
Japanese Language and Culture 10-3Y, 20-3Y, 30-3Y	2005	2005	2005
Japanese Language and Culture 10-6Y, 20-6Y, 30-6Y	2005	2005	2005
Latin	1986	1986	2003
Spanish Language and Culture 10-3Y, 20-3Y, 30-3Y	2006	2006	2006
Spanish Language and Culture 10-6Y, 20-6Y, 30-6Y	2006	2006	2006
Ukrainian Language and Culture 10-3Y, 20-3Y, 30-3Y	2005	2005	2005
Ukrainian Language and Culture 10-6Y, 20-6Y, 30-6Y	2005	2005	2005
SOCIAL SCIENCES [general]	1985	1985	
Anthropology			
Cultural and Physical Anthropology 30		1985	1985
Economics		1985	
Economics for Consumers 20			1985
Microeconomics 30			1985
Macroeconomics 30			1985
Geography		1985	1985
Local and Canadian Geography 20			1985
World Geography 30			1985
History			
Western Canadian History 20		1985	1985
Canadian History 20		1985	1985
Western World History 30		1985	1985
Philosophy			
Origins of Western Philosophy 20		1985	1985
Contemporary Western Philosophy 20		1985	1985
Philosophies of Man 30		1985	1985
Political Science			
Political Thinking 20		1985	1985
Comparative Government 20		1985	1985
International Politics 30		1985	1985
Psychology		1985	
Personal Psychology 20			1985
General Psychology 20			1985
Experimental Psychology 30			1985

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Course **All programs of study are available for viewing and downloading at http://education.alberta.ca/teachers.aspx.**	A. Program Rationale and Philosophy	B. General Learner Expectations/ General Outcomes	C. Specific Learner Expectations/ Specific Outcomes
SOCIAL SCIENCES [general] (continued)			
Religious Studies		1985	
Religious Ethics 20			1985
Religious Meanings 20			1985
World Religions 30			1985
Sociology		1985	
General Sociology 20			1985
Sociological Institutions 20			1985
Applied Sociology 30			1985
SOCIAL STUDIES	2008[o]		
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Social Studies 30	2000	2000	2000 p 9 2007 p 25 2008
Social Studies 33	2000	2000	2000 p 13 2007 p 25 2008

[o] Program information only.

INTRODUCTION

Program of Studies

The *Program of Studies* identifies the outcomes for the core and optional learning components for Kindergarten to Grade 12. Content is focused on what students are expected to know and be able to do.

Though organized into separate subject, course or program areas, there are many connections across the curriculum. Students see the world as a connected whole rather than as isolated segments. Integrating across content areas, and providing ways for students to make connections, enhances student learning. The reporting of student progress should, nevertheless, be in terms of the outcomes outlined in courses of study for each subject area.

Within any group of students there is a range of individual differences. Flexibility in planning for individuals within a group is needed. Therefore, school organization and teacher methodology are not mandated at the provincial level and may vary from class to class and school to school in order to meet student needs.

For guidelines and regulations relating to school programs and organization for instruction, refer to the *Guide to Education: ECS to Grade 12*, available for viewing and downloading from the Alberta Education Web site. Print copies are available for purchase from the LRC.

Basic Learning Resources

Alberta Education authorizes a variety of resources to support the programs of study. Complete listings of all resources can be found on the Learning Resources Centre Web site at http://www.lrc.education.gov.ab.ca.

Resources can also be accessed through the:

- Authorized Resources Database at http://education.alberta.ca/apps/lrdb.

Alberta Education Web Site

Information covering all areas of Kindergarten to Grade 12 education in Alberta, including curriculum and resources, can be found on the Alberta Education Web site at http://education.alberta.ca.

PROGRAM FOUNDATIONS

Alberta's Education System[1]

Vision

The best Kindergarten to Grade 12 education system in the world.

Mission

The Ministry of Education, through its leadership, partnerships and work with the public—including stakeholders—inspires, motivates and provides the necessary tools and opportunities for every child to attain the knowledge, skills and attributes required for lifelong learning, self-sufficiency, work and citizenship.

Values

- Respect
- Integrity
- Accountability
- Excellence

Principles

Student Centred

- The highest priority of the education system is the success of the student.

Leadership

- Alberta is a leader in academic excellence so that all students can find their passions and achieve their potential.

Accessible

- Every student in Alberta has the right of access to a quality basic education consistent with the student's needs and abilities.

Responsive

- The education system is flexible, anticipates student needs and provides opportunities for parent and student choice.

Innovative

- The education system demonstrates leading-edge innovation in support of improved student learning outcomes.

Collaborative

- The foundation for lifelong learning best occurs when partners and stakeholders work together to provide a holistic approach and a supportive environment.

Equitable

- All students have equitable access to quality learning opportunities.

Accountable

- All those involved in the education system are accountable to Albertans for quality results, system sustainability and fiscal responsibility.

Core Business One: Lead and Support the Education System So That All Students Are Successful at Learning

Goal 1 – High quality learning opportunities for all

Goal 2 – Excellence in student learning outcomes

Goal 3 – Highly responsive and responsible education system

---

[1] Excerpted from the *Education Business Plan 2008–2011*, April 2008. This plan is available on the Alberta Education Web site at http://education.alberta.ca.

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Goals and Standards Applicable to the Provision of Basic Education in Alberta[1]

A basic education must provide students with a solid core program, including language arts, mathematics, science and social studies.

Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness which will help to prepare them for participation in the global economy.

Student Learning Outcomes

Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:

- read for information, understanding and enjoyment
- write and speak clearly, accurately and appropriately for the context
- use mathematics to solve problems in business, science and daily-life situations
- understand the physical world, ecology and the diversity of life
- understand the scientific method, the nature of science and technology, and their application to daily life
- know the history and geography of Canada and have a general understanding of world history and geography
- understand Canada's political, social and economic systems within a global context
- respect the cultural diversity and common values of Canada
- demonstrate desirable personal characteristics, such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals
- recognize the importance of personal well-being, and appreciate how family and others contribute to that well-being
- know the basic requirements of an active, healthful lifestyle
- understand and appreciate literature, the arts and the creative process
- research an issue thoroughly, and evaluate the credibility and reliability of information sources
- demonstrate critical and creative thinking skills in problem solving and decision making
- demonstrate competence in using information technologies
- know how to work independently and as part of a team
- manage time and other resources needed to complete a task
- demonstrate initiative, leadership, flexibility and persistence
- evaluate their own endeavours and continually strive to improve
- have the desire and realize the need for lifelong learning.

Standards for Student Learning

The Minister of Education defines acceptable standards and standards of excellence for student achievement in consultation with Albertans. Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Education assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in the Student Learning Outcomes (outlined above), the Alberta Programs of Study, provincial achievement tests, diploma examinations and graduation requirements.

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[1] Excerpted from the *K–12 Learning System Policy, Regulations and Forms Manual*. This manual is available on the Alberta Education Web site at http://education.alberta.ca

Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options, including the use of technology, distance learning and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behaviour, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practise employability skills. The Minister of Education provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

RELIGIOUS AND PATRIOTIC INSTRUCTION

The following section of the *School Act* focuses on religious and patriotic instruction. It is cited here for the information of administrators and teachers.

SECTION 50(1) A board may

(a) prescribe religious instruction to be offered to its students;

(b) prescribe religious exercises for its students;

(c) prescribe patriotic instruction to be offered to its students;

(d) prescribe patriotic exercises for its students;

(e) permit persons other than teachers to provide religious instruction to its students.

(2) Where a teacher or other person providing religious or patriotic instruction receives a written request signed by a parent of a student that the student be excluded from religious or patriotic instruction or exercises, or both, the teacher or other person shall permit the student

(a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or

(b) to remain in the classroom or place without taking part in the instruction or exercises.

1988 cS–3.1 s33;1990 c36 s16

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INTEGRATED OCCUPATIONAL PROGRAM

CONTENTS

Occupational Component 36[1]

[1] IOP occupational courses at the 16 level have been withdrawn as of September 2006, occupational courses at the 26 level have been withdrawn as of September 2007 and occupational courses at the 36 level have been withdrawn as of September 2008.

Note: Fashion and Fabric Services at the 26 level has been withdrawn as of September 2008. Fashion and Fabric Services at the 36 level will be withdrawn in September 2009.

Agricultural Production and Natural Services at the 26 level has been withdrawn as of September 2008. Agricultural Production and Natural Services at the 36 level will be withdrawn in September 2009.

KNOWLEDGE AND EMPLOYABILITY

CONTENTS

Academic Courses

- English Language Arts 10-4, 20-4, 30-4
- Mathematics 10-4, 20-4
- Science 10-4, 20-4
- Social Studies 10-4, 20-4

Occupational Component Courses

- Occupational Courses 10-4, 20-4, 30-4
- Art/Design and Communication
- Auto Mechanics
- Business Services
- Construction
- Cosmetology
- Fabrics
- Foods
- Horticulture
- Human Care
- Natural Resources
- Workplace Readiness

MATHEMATICS

CONTENTS

Mathematics Grades 10–12

Applied Mathematics 10–20–30

Pure Mathematics 10–20–30

Mathematics 31

Mathematics 14–24

Mathematics Preparation 10

MATHEMATICS

The Mathematics Grades 10–12 Program of Studies is under revision. Provincial implementation of the new program is as follows:

School Year	Provincial Implementation
2010–2011	**Mathematics 10C** **Mathematics 10-3**
2011–2012	Mathematics 20-1 Mathematics 20-2 Mathematics 20-3
2012–2013	Mathematics 30-1 Mathematics 30-2 Mathematics 30-3

Note: Implementation prior to these dates is **not** approved.

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MATHEMATICS GRADES 10–12

INTRODUCTION

The Mathematics Grades 10–12 Program of Studies has been derived from *The Common Curriculum Framework for Grades 10–12 Mathematics: Western and Northern Canadian Protocol*, January 2008 (the Common Curriculum Framework). The program of studies incorporates the conceptual framework for Grades 10–12 Mathematics and most of the general outcomes and specific outcomes that were established in the Common Curriculum Framework. (Note: Some of the outcomes for Mathematics 20-2 and 30-2 in this program of studies are different from the outcomes for Foundations of Mathematics in the Common Curriculum Framework.)

BACKGROUND

The Common Curriculum Framework was developed by seven ministries of education (Alberta, British Columbia, Manitoba, Northwest Territories, Nunavut, Saskatchewan and Yukon Territory) in collaboration with teachers, administrators, parents, business representatives, post-secondary educators and others. The framework identifies beliefs about mathematics, general and specific student outcomes, and achievement indicators agreed upon by the seven jurisdictions.

BELIEFS ABOUT STUDENTS AND MATHEMATICS LEARNING

Students are curious, active learners with individual interests, abilities, needs and career goals. They come to school with varying knowledge, life experiences, expectations and backgrounds. A key component in developing mathematical literacy in students is making connections to these backgrounds, experiences, goals and aspirations.

Students construct their understanding of mathematics by developing meaning based on a variety of learning experiences. This meaning is best developed when learners encounter mathematical experiences that proceed from simple to complex and from the concrete to the abstract. The use of manipulatives, visuals and a variety of pedagogical approaches can address the diversity of learning styles and developmental stages of students. At all levels of understanding, students benefit from working with a variety of materials, tools and contexts when constructing meaning about new mathematical ideas. Meaningful student discussions also provide essential links among concrete, pictorial and symbolic representations of mathematics.

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The learning environment should value, respect and address all students' experiences and ways of thinking, so that students are comfortable taking intellectual risks, asking questions and posing conjectures. Students need to explore mathematics through solving problems in order to continue developing personal strategies and mathematical literacy. It is important to realize that it is acceptable to solve problems in different ways and that solutions may vary depending upon how the problem is understood.

FIRST NATIONS, MÉTIS AND INUIT PERSPECTIVES

First Nations, Métis and Inuit students in northern and western Canada come from diverse geographic areas with varied cultural and linguistic backgrounds. Students attend schools in a variety of settings, including urban, rural and isolated communities. Teachers need to understand the diversity of students' cultures and experiences.

First Nations, Métis and Inuit students often have a holistic view of the environment—they look for connections in learning and learn best when mathematics is contextualized. They may come from cultures where learning takes place through active participation. Traditionally, little emphasis was placed upon the written word, so oral communication and practical applications and experiences are important to student learning and understanding. By understanding and responding to nonverbal cues, teachers can optimize student learning and mathematical understanding.

A variety of teaching and assessment strategies help build upon the diverse knowledge, cultures, communication styles, skills, attitudes, experiences and learning styles of students.

Research indicates that when strategies go beyond the incidental inclusion of topics and objects unique to a culture or region, greater levels of understanding can be achieved (Banks and Banks, 1993).

AFFECTIVE DOMAIN

A positive attitude is an important aspect of the affective domain and has a profound effect on learning. Environments that create a sense of belonging, support risk taking and provide opportunities for success help students to develop and maintain positive attitudes and self-confidence. Students with positive attitudes toward learning mathematics are likely to be motivated and prepared to learn, to participate willingly in classroom activities, to persist in challenging situations and to engage in reflective practices.

Teachers, students and parents need to recognize the relationship between the affective and cognitive domains and to nurture those aspects of the affective domain that contribute to positive attitudes. To experience success, students must be taught to set achievable goals and to assess themselves as they work toward these goals.

Striving toward success and becoming autonomous and responsible learners are ongoing, reflective processes that involve revisiting the setting and assessing of personal goals.

GOALS FOR STUDENTS

The main goals of mathematics education are to prepare students to:

- solve problems
- communicate and reason mathematically
- make connections between mathematics and its applications
- become mathematically literate
- appreciate and value mathematics
- make informed decisions as contributors to society.

Students who have met these goals:

- gain an understanding and appreciation of the role of mathematics in society
- exhibit a positive attitude toward mathematics
- engage and persevere in mathematical problem solving

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- contribute to mathematical discussions
- take risks in performing mathematical tasks
- exhibit curiosity about mathematics and situations involving mathematics.

In order to assist students in attaining these goals, teachers are encouraged to develop a classroom atmosphere that fosters conceptual understanding through:

- taking risks
- thinking and reflecting independently
- sharing and communicating mathematical understanding
- solving problems in individual and group projects
- pursuing greater understanding of mathematics
- appreciating the value of mathematics throughout history.

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CONCEPTUAL FRAMEWORK FOR GRADES 10–12 MATHEMATICS

The chart below provides an overview of how mathematical processes and the nature of mathematics influence learning outcomes.

GRADE / TOPICS	10	11	12
The topics of study vary in the courses for grades 10–12 mathematics. Topics in the course sequences include: **Algebra** **Geometry** **Logical Reasoning** **Mathematics Research Project** **Measurement** **Number** **Permutations, Combinations and Binomial Theorem** **Probability** **Relations and Functions** **Statistics** **Trigonometry**	**GENERAL OUTCOMES AND SPECIFIC OUTCOMES***		

NATURE OF MATHEMATICS:

Change, Constancy, Number Sense, Patterns, Relationships, Spatial Sense, Uncertainty

MATHEMATICAL PROCESSES: **Communication, Connections, Mental Mathematics and Estimation, Problem Solving, Reasoning, Technology, Visualization**

* Achievement indicators for the prescribed program of studies outcomes are provided in the companion document *The Alberta 10–12 Mathematics Program of Studies with Achievement Indicators*, 2008.

Mathematical Processes

The seven mathematical processes are critical aspects of learning, doing and understanding mathematics. Students must encounter these processes regularly in a mathematics program in order to achieve the goals of mathematics education.

This program of studies incorporates the following interrelated mathematical processes. They are to permeate the teaching and learning of mathematics.

Students are expected to:

Communication [C]
- use *communication* in order to learn and express their understanding

Connections [CN]
- make *connections* among mathematical ideas, other concepts in mathematics, everyday experiences and other disciplines

Mental Mathematics and Estimation [ME]
- demonstrate fluency with *mental mathematics and estimation*

Problem Solving [PS]
- develop and apply new mathematical knowledge through *problem solving*

Reasoning [R]
- develop mathematical *reasoning*

Technology [T]
- select and use *technology* as a tool for learning and for solving problems

Visualization [V]
- develop *visualization* skills to assist in processing information, making connections and solving problems.

All seven processes should be used in the teaching and learning of mathematics. Each specific outcome includes a list of relevant mathematical processes. The identified processes are to be used as a primary focus of instruction and assessment.

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COMMUNICATION [C]

Students need opportunities to read about, represent, view, write about, listen to and discuss mathematical ideas. These opportunities allow students to create links among their own language and ideas, the language and ideas of others, and the formal language and symbols of mathematics.

Communication is important in clarifying, reinforcing and modifying ideas, attitudes and beliefs about mathematics. Students should be encouraged to use a variety of forms of communication while learning mathematics. Students also need to communicate their learning by using mathematical terminology.

Communication can play a significant role in helping students make connections among concrete, pictorial, symbolic, verbal, written and mental representations of mathematical ideas.

Emerging technologies enable students to engage in communication beyond the traditional classroom to gather data and share mathematical ideas.

CONNECTIONS [CN]

Contextualization and making connections to the experiences of learners are powerful processes in developing mathematical understanding. When mathematical ideas are connected to each other or to real-world phenomena, students begin to view mathematics as useful, relevant and integrated.

Learning mathematics within contexts and making connections relevant to learners can validate past experiences and increase student willingness to participate and be actively engaged.

The brain is constantly looking for and making connections. "Because the learner is constantly searching for connections on many levels, educators need to *orchestrate the experiences* from which learners extract understanding.... Brain research establishes and confirms that multiple complex and concrete experiences are essential for meaningful learning and teaching" (Caine and Caine, 1991, p. 5).

MENTAL MATHEMATICS AND ESTIMATION [ME]

Mental mathematics is a combination of cognitive strategies that enhance flexible thinking and number sense. It involves using strategies to perform mental calculations.

Mental mathematics enables students to determine answers without paper and pencil. It improves computational fluency by developing efficiency, accuracy and flexibility in reasoning and calculating.

"Even more important than performing computational procedures or using calculators is the greater facility that students need—more than ever before—with estimation and mental math" (National Council of Teachers of Mathematics, May 2005).

Students proficient with mental mathematics "become liberated from calculator dependence, build confidence in doing mathematics, become more flexible thinkers and are more able to use multiple approaches to problem solving" (Rubenstein, 2001, p. 442).

Mental mathematics "provides a cornerstone for all estimation processes, offering a variety of alternative algorithms and nonstandard techniques for finding answers" (Hope, 1988, p. v).

Estimation is used for determining approximate values or quantities, usually by referring to benchmarks or referents, or for determining the reasonableness of calculated values. Estimation is also used to make mathematical judgements and to develop useful, efficient strategies for dealing with situations in daily life. When estimating, students need to learn which strategy to use and how to use it.

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PROBLEM SOLVING [PS]

Problem solving is one of the key processes and foundations within the field of mathematics. Learning through problem solving should be the focus of mathematics at all grade levels. Students develop a true understanding of mathematical concepts and procedures when they solve problems in meaningful contexts. Problem solving is to be employed throughout all of mathematics and should be embedded throughout all the topics.

When students encounter new situations and respond to questions of the type, *How would you ...?* or *How could you ...?,* the problem-solving approach is being modelled. Students develop their own problem-solving strategies by listening to, discussing and trying different strategies.

In order for an activity to be problem-solving based, it must ask students to determine a way to get from what is known to what is sought. If students have already been given ways to solve the problem, it is not a problem, but practice. Students should not know the answer immediately. A true problem requires students to use prior learnings in new ways and contexts. Problem solving requires and builds depth of conceptual understanding and student engagement. Students will be engaged if the problems relate to their lives, cultures, interests, families or current events.

Both conceptual understanding and student engagement are fundamental in moulding students' willingness to persevere in future problem-solving tasks.

Problems are not just simple computations embedded in a story, nor are they contrived. They are tasks that are rich and open-ended, so there may be more than one way of arriving at a solution or there may be multiple answers. Good problems should allow for every student in the class to demonstrate his or her knowledge, skill or understanding. Problem solving can vary from being an individual activity to a class (or beyond) undertaking.

In a mathematics class, there are two distinct types of problem solving: solving contextual problems outside of mathematics and solving mathematical problems. Finding the maximum profit given manufacturing constraints is an example of a contextual problem, while seeking and developing a general formula to solve a quadratic equation is an example of a mathematical problem.

Problem solving can also be considered in terms of engaging students in both inductive and deductive reasoning strategies. As students make sense of the problem, they will be creating conjectures and looking for patterns that they may be able to generalize. This part of the problem-solving process often involves inductive reasoning. As students use approaches to solving the problem, they often move into mathematical reasoning that is deductive in nature. It is crucial that students be encouraged to engage in both types of reasoning and be given the opportunity to consider the approaches and strategies used by others in solving similar problems.

Problem solving is a powerful teaching tool that fosters multiple, creative and innovative solutions. Creating an environment where students openly look for, and engage in, finding a variety of strategies for solving problems empowers students to explore alternatives and develops confident, cognitive mathematical risk-takers.

REASONING [R]

Mathematical reasoning helps students think logically and make sense of mathematics. Students need to develop confidence in their abilities to reason and to justify their mathematical thinking. Questions that challenge students to think, analyze and synthesize help them develop an understanding of mathematics. All students need to be challenged to answer questions such as, *Why do you believe that's true/correct?* or *What would happen if ....*

Mathematical experiences provide opportunities for students to engage in inductive and deductive reasoning. Students use inductive reasoning when they explore and record results, analyze observations, make generalizations from patterns

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and test these generalizations. Students use deductive reasoning when they reach new conclusions based upon the application of what is already known or assumed to be true. The thinking skills developed by focusing on reasoning can be used in daily life in a wide variety of contexts and disciplines.

TECHNOLOGY [T]

Technology can be used effectively to contribute to and support the learning of a wide range of mathematical outcomes. Technology enables students to explore and create patterns, examine relationships, test conjectures and solve problems.

Calculators and computers can be used to:

- explore and demonstrate mathematical relationships and patterns
- organize and display data
- generate and test inductive conjectures
- extrapolate and interpolate
- assist with calculation procedures as part of solving problems
- increase the focus on conceptual understanding by decreasing the time spent on repetitive procedures
- reinforce the learning of basic facts
- develop personal procedures for mathematical operations
- model situations
- develop number and spatial sense.

Technology contributes to a learning environment in which the curiosity of students can lead to rich mathematical discoveries at all grade levels. The use of technology should not replace mathematical understanding. Instead, technology should be used as one of a variety of approaches and tools for creating mathematical understanding.

VISUALIZATION [V]

Visualization "involves thinking in pictures and images, and the ability to perceive, transform and recreate different aspects of the visual-spatial world" (Armstrong, 1993, p. 10). The use of visualization in the study of mathematics provides students with opportunities to understand mathematical concepts and make connections among them.

Visual images and visual reasoning are important components of number, spatial and measurement sense. Number visualization occurs when students create mental representations of numbers.

Being able to create, interpret and describe a visual representation is part of spatial sense and spatial reasoning. Spatial visualization and spatial reasoning enable students to describe the relationships among and between 3-D objects and 2-D shapes.

Measurement visualization goes beyond the acquisition of specific measurement skills. Measurement sense includes the ability to determine when to measure and when to estimate and involves knowledge of several estimation strategies (Shaw and Cliatt, 1989, p. 150).

Visualization is fostered through the use of concrete materials, technology and a variety of visual representations. It is through visualization that abstract concepts can be understood concretely by the student. Visualization is a foundation to the development of abstract understanding, confidence and fluency.

Nature of Mathematics

Mathematics is one way of understanding, interpreting and describing our world. There are a number of characteristics that define the nature of mathematics, including change, constancy, number sense, patterns, relationships, spatial sense and uncertainty.

CHANGE

It is important for students to understand that mathematics is dynamic and not static. As a result, recognizing change is a key component in understanding and developing mathematics.

Within mathematics, students encounter conditions of change and are required to search for explanations of that change. To make

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predictions, students need to describe and quantify their observations, look for patterns, and describe those quantities that remain fixed and those that change. For example, the sequence 4, 6, 8, 10, 12, ... can be described as:

- skip counting by 2s, starting from 4
- an arithmetic sequence, with first term 4 and a common difference of 2
- a linear function with a discrete domain

(Steen, 1990, p. 184).

Students need to learn that new concepts of mathematics as well as changes to already learned concepts arise from a need to describe and understand something new. Integers, decimals, fractions, irrational numbers and complex numbers emerge as students engage in exploring new situations that cannot be effectively described or analyzed using whole numbers.

Students best experience change to their understanding of mathematical concepts as a result of mathematical play.

CONSTANCY

Many important properties in mathematics do not change when conditions change. Examples of constancy include:

- the conservation of equality in solving equations
- the sum of the interior angles of any triangle
- the theoretical probability of an event.

Some problems in mathematics require students to focus on properties that remain constant. The recognition of constancy enables students to solve problems such as those involving constant rates of change, lines with constant slope, or direct variation situations.

NUMBER SENSE

Number sense, which can be thought of as deep understanding and flexibility with numbers, is the most important foundation of numeracy (British Columbia Ministry of Education, 2000, p. 146). Continuing to foster number sense is fundamental to growth of mathematical understanding.

A true sense of number goes well beyond the skills of simply counting, memorizing facts and the situational rote use of algorithms. Students with strong number sense are able to judge the reasonableness of a solution, describe relationships between different types of numbers, compare quantities and work with different representations of the same number to develop a deeper conceptual understanding of mathematics.

Number sense develops when students connect numbers to real-life experiences and when students use benchmarks and referents. This results in students who are computationally fluent and flexible with numbers and who have intuition about numbers. Evolving number sense typically comes as a by-product of learning rather than through direct instruction. However, number sense can be developed by providing mathematically rich tasks that allow students to make connections.

PATTERNS

Mathematics is about recognizing, describing and working with numerical and non-numerical patterns. Patterns exist in all of the mathematical topics, and it is through the study of patterns that students can make strong connections between concepts in the same and different topics. Working with patterns also enables students to make connections beyond mathematics. The ability to analyze patterns contributes to how students understand their environment.

Patterns may be represented in concrete, visual, auditory or symbolic form. Students should develop fluency in moving from one representation to another.

Students need to learn to recognize, extend, create and apply mathematical patterns. This understanding of patterns allows students to make predictions and justify their reasoning when solving problems.

Learning to work with patterns helps develop students' algebraic thinking, which is foundational for working with more abstract mathematics.

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RELATIONSHIPS

Mathematics is used to describe and explain relationships. Within the study of mathematics, students look for relationships among numbers, sets, shapes, objects, variables and concepts. The search for possible relationships involves collecting and analyzing data, analyzing patterns and describing possible relationships visually, symbolically, orally or in written form.

SPATIAL SENSE

Spatial sense involves the representation and manipulation of 3-D objects and 2-D shapes. It enables students to reason and interpret among 3-D and 2-D representations.

Spatial sense is developed through a variety of experiences with visual and concrete models. It offers a way to interpret and reflect on the physical environment and its 3-D or 2-D representations.

Some problems involve attaching numerals and appropriate units (measurement) to dimensions of objects. Spatial sense allows students to make predictions about the results of changing these dimensions.

Spatial sense is also critical in students' understanding of the relationship between the equations and graphs of functions and, ultimately, in understanding how both equations and graphs can be used to represent physical situations.

UNCERTAINTY

In mathematics, interpretations of data and the predictions made from data inherently lack certainty.

Events and experiments generate statistical data that can be used to make predictions. It is important that students recognize that these predictions (interpolations and extrapolations) are based upon patterns that have a degree of uncertainty. The quality of an interpretation or conclusion is directly related to the quality of the data it is based upon. An awareness of uncertainty provides students with an understanding of why and how to assess the reliability of data and data interpretation.

Chance addresses the predictability of the occurrence of an outcome. As students develop their understanding of probability, the language of mathematics becomes more specific and describes the degree of uncertainty more accurately. This language must be used effectively and correctly to convey valuable messages.

Course Sequences and Topics

The Mathematics Grades 10–12 Program of Studies includes course sequences and topics rather than strands as in the Mathematics Kindergarten to Grade 9 Program of Studies. Three course sequences are available: "-1," "-2" and "-3." A combined course (Mathematics 10C) is the starting point for the "-1" course sequence and the "-2" course sequence. Each topic area requires that students develop a conceptual knowledge base and skill set that will be useful to whatever course sequence they have chosen. The topics covered within a course sequence are meant to build upon previous knowledge and to progress from simple to more complex conceptual understandings.

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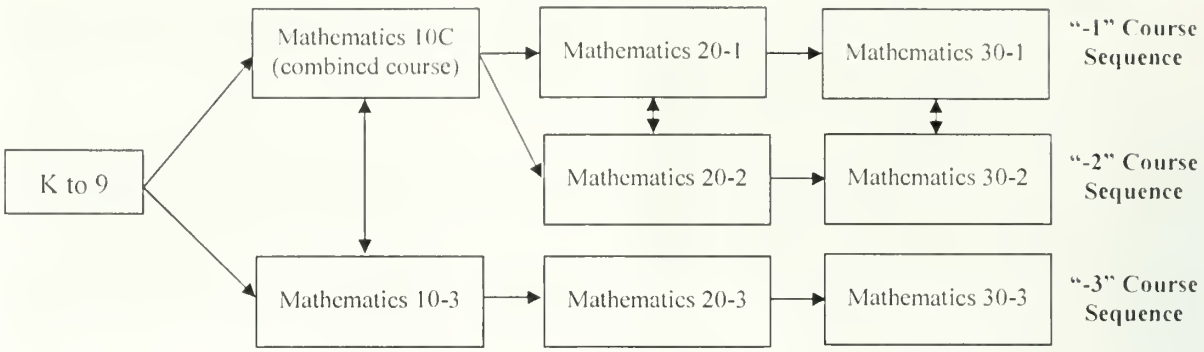

GOALS OF COURSE SEQUENCES

The goals of all three course sequences are to provide prerequisite attitudes, knowledge, skills and understandings for specific post-secondary programs or direct entry into the work force. All three course sequences provide students with mathematical understandings and critical-thinking skills. It is the choice of topics through which those understandings and skills are developed that varies among course sequences. When choosing a course sequence, students should consider their interests, both current and future. Students, parents and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

DESIGN OF COURSE SEQUENCES

Each course sequence is designed to provide students with the mathematical understandings, rigour and critical-thinking skills that have been identified for specific post-secondary programs of study and for direct entry into the work force.

The content of each course sequence has been based on consultations with mathematics teachers and on the *Western and Northern Canadian Protocol (WNCP) Consultation with Post-Secondary Institutions, Business and Industry Regarding Their Requirements for High School Mathematics: Final Report on Findings.*

"-1" Course Sequence

This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of calculus. Topics include algebra and number; measurement; relations and functions; trigonometry; and permutations, combinations and binomial theorem.

"-2" Course Sequence

This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of calculus. Topics include geometry, measurement, number and logic, logical reasoning, relations and functions, statistics, and probability.

"-3" Course Sequence

This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, statistics and probability.

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Outcomes

The program of studies is stated in terms of general outcomes and specific outcomes.

General outcomes are overarching statements about what students are expected to learn in each course.

Specific outcomes are statements that identify the specific knowledge, skills and understandings that students are required to attain by the end of a given course.

In the specific outcomes, the word *including* indicates that any ensuing items must be addressed to fully meet the learning outcome. The phrase *such as* indicates that the ensuing items are provided for clarification and are not requirements that must be addressed to fully meet the learning outcome.

The word *and* used in an outcome indicates that both ideas must be addressed to fully meet the learning outcome, although not necessarily at the same time or in the same question.

Links to Information and Communication Technology (ICT) Outcomes

Some curriculum outcomes from Alberta Education's Information and Communication Technology (ICT) Program of Studies can be linked to outcomes in the mathematics program so that students will develop a broad perspective on the nature of technology, learn how to use and apply a variety of technologies, and consider the impact of ICT on individuals and society. The connection to ICT outcomes supports and reinforces the understandings and abilities that students are expected to develop through the general and specific outcomes of the mathematics program. Effective, efficient and ethical application of ICT outcomes contributes to the mathematics program vision.

Links to the ICT outcomes have been identified for some specific outcomes. These links appear in square brackets below the process codes for an outcome, where appropriate. The complete wording of the relevant outcomes for ICT is provided in the Appendix.

Summary

The Conceptual Framework for Grades 10–12 Mathematics describes the nature of mathematics, the mathematical processes, the course sequences and topics, and the role of outcomes in grades 10–12 mathematics. Activities that take place in the mathematics classroom should be based on a problem-solving approach that incorporates the mathematical processes and leads students to an understanding of the nature of mathematics.

INSTRUCTIONAL FOCUS

Each course sequence in the Mathematics Grades 10–12 Program of Studies is arranged by topics. Students should be engaged in making connections among concepts both within and across topics to make mathematical learning experiences meaningful.

Teachers should consider the following points when planning for instruction and assessment.

- The mathematical processes that are identified with the outcome are intended to help teachers select effective pedagogical approaches for the teaching and learning of the outcome.
- All seven mathematical processes must be integrated throughout teaching and learning approaches, and should support the intent of the outcomes.
- Wherever possible, meaningful contexts should be used in examples, problems and projects.
- Instruction should flow from simple to complex and from concrete to abstract.

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- The assessment plan for the course should be a balance of assessment for learning, assessment as learning and assessment of learning.

The focus of student learning should be on developing a conceptual and procedural understanding of mathematics. Students' conceptual understanding and procedural understanding must be directly related.

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MATHEMATICS 10C

[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Measurement	
General Outcome	**Specific Outcomes**
	It is expected that students will:
Develop spatial sense and proportional reasoning.	1. Solve problems that involve linear measurement, using: • SI and imperial units of measure • estimation strategies • measurement strategies. [ME, PS, V]
	2. Apply proportional reasoning to problems that involve conversions between SI and imperial units of measure. [C, ME, PS]
	3. Solve problems, using SI and imperial units, that involve the surface area and volume of 3-D objects, including: • right cones • right cylinders • right prisms • right pyramids • spheres. [CN, PS, R, V]
	4. Develop and apply the primary trigonometric ratios (sine, cosine, tangent) to solve problems that involve right triangles. [C, CN, PS, R, T, V]

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[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Algebra and Number	
General Outcome	**Specific Outcomes**
	It is expected that students will:
Develop algebraic reasoning and number sense.	1. Demonstrate an understanding of factors of whole numbers by determining the: • prime factors • greatest common factor • least common multiple • square root • cube root. [CN, ME, R]
	2. Demonstrate an understanding of irrational numbers by: • representing, identifying and simplifying irrational numbers • ordering irrational numbers. [CN, ME, R, V] [ICT: C6–2.3]
	3. Demonstrate an understanding of powers with integral and rational exponents. [C, CN, PS, R]
	4. Demonstrate an understanding of the multiplication of polynomial expressions (limited to monomials, binomials and trinomials), concretely, pictorially and symbolically. [CN, R, V]
	5. Demonstrate an understanding of common factors and trinomial factoring, concretely, pictorially and symbolically. [C, CN, R, V]

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[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Relations and Functions	
General Outcome	**Specific Outcomes** *It is expected that students will:*
Develop algebraic and graphical reasoning through the study of relations.	1. Interpret and explain the relationships among data, graphs and situations. [C, CN, R, T, V] [ICT: C6–4.3, C7–4.2] 2. Demonstrate an understanding of relations and functions. [C, R, V] 3. Demonstrate an understanding of slope with respect to: • rise and run • line segments and lines • rate of change • parallel lines • perpendicular lines. [PS, R, V] 4. Describe and represent linear relations, using: • words • ordered pairs • tables of values • graphs • equations. [C, CN, R, V] 5. Determine the characteristics of the graphs of linear relations, including the: • intercepts • slope • domain • range. [CN, PS, R, V] 6. Relate linear relations expressed in: • slope–intercept form ($y = mx + b$) • general form ($Ax + By + C = 0$) • slope–point form ($y - y_1 = m(x - x_1)$) to their graphs. [CN, R, T, V] [ICT: C6–4.3]

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[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Relations and Functions (continued)	
General Outcome	**Specific Outcomes**
	It is expected that students will:
Develop algebraic and graphical reasoning through the study of relations.	7. Determine the equation of a linear relation, given: • a graph • a point and the slope • two points • a point and the equation of a parallel or perpendicular line to solve problems. [CN, PS, R, V]
	8. Represent a linear function, using function notation. [CN, ME, V]
	9. Solve problems that involve systems of linear equations in two variables, graphically and algebraically. [CN, PS, R, T, V] [ICT: C6–4.1]

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MATHEMATICS 20-1

[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Algebra and Number

General Outcome	Specific Outcomes
	It is expected that students will:
Develop algebraic reasoning and number sense.	1. Demonstrate an understanding of the absolute value of real numbers. [R, V]
	2. Solve problems that involve operations on radicals and radical expressions with numerical and variable radicands. [CN, ME, PS, R]
	3. Solve problems that involve radical equations (limited to square roots). [C, PS, R]
	4. Determine equivalent forms of rational expressions (limited to numerators and denominators that are monomials, binomials or trinomials). [C, ME, R]
	5. Perform operations on rational expressions (limited to numerators and denominators that are monomials, binomials or trinomials). [CN, ME, R]
	6. Solve problems that involve rational equations (limited to numerators and denominators that are monomials, binomials or trinomials). [C, PS, R]

Trigonometry

General Outcome	Specific Outcomes
	It is expected that students will:
Develop trigonometric reasoning.	1. Demonstrate an understanding of angles in standard position [0° to 360°]. [R, V]
	2. Solve problems, using the three primary trigonometric ratios for angles from 0° to 360° in standard position. [C, ME, PS, R, T, V] [ICT: C6–4.1]
	3. Solve problems, using the cosine law and sine law, including the ambiguous case. [C, CN, PS, R, T] [ICT: C6–4.1]

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[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Relations and Functions

General Outcome	Specific Outcomes
	It is expected that students will:
Develop algebraic and graphical reasoning through the study of relations.	1. Factor polynomial expressions of the form: • $ax^2+bx+c,\ a\neq 0$ • $a^2x^2-b^2y^2,\ a\neq 0,\ b\neq 0$ • $a\left(f\left(x\right)\right)^2+b\left(f\left(x\right)\right)+c,\ a\neq 0$ • $a^2\left(f\left(x\right)\right)^2-b^2\left(g\left(y\right)\right)^2,\ a\neq 0,\ b\neq 0$ where a, b and c are rational numbers. [CN, ME, R]
	2. Graph and analyze absolute value functions (limited to linear and quadratic functions) to solve problems. [C, PS, R, T, V] [ICT: C6–4.1, C6–4.3]
	3. Analyze quadratic functions of the form $y=a\left(x-p\right)^2+q$ and determine the: • vertex • domain and range • direction of opening • axis of symmetry • x- and y-intercepts. [CN, R, T, V] [ICT: C6–4.3, C7–4.2]
	4. Analyze quadratic functions of the form $y = ax^2 + bx + c$ to identify characteristics of the corresponding graph, including: • vertex • domain and range • direction of opening • axis of symmetry • x- and y-intercepts and to solve problems. [CN, PS, R, T, V] [ICT: C6–4.1, C6–4.3]
	5. Solve problems that involve quadratic equations. [C, CN, PS, R, T, V] [ICT: C6–4.1]
	6. Solve, algebraically and graphically, problems that involve systems of linear-quadratic and quadratic-quadratic equations in two variables. [CN, PS, R, T, V] [ICT: C6–4.1, C6–4.4]

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[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Relations and Functions (continued)	
General Outcome	**Specific Outcomes** *It is expected that students will:*
Develop algebraic and graphical reasoning through the study of relations.	7. Solve problems that involve linear and quadratic inequalities in two variables. [C, PS, T, V] [ICT: C6–4.1, C6–4.3] 8. Solve problems that involve quadratic inequalities in one variable. [CN, PS, V] 9. Analyze arithmetic sequences and series to solve problems. [CN, PS, R] 10. Analyze geometric sequences and series to solve problems. [PS, R] 11. Graph and analyze reciprocal functions (limited to the reciprocal of linear and quadratic functions). [CN, R, T, V] [ICT: C6–4.1, C6–4.3]

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[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Trigonometry

General Outcome	Specific Outcomes *It is expected that students will:*
Develop trigonometric reasoning.	1. Demonstrate an understanding of angles in standard position, expressed in degrees and radians. [CN, ME, R, V]
	2. Develop and apply the equation of the unit circle. [CN, R, V]
	3. Solve problems, using the six trigonometric ratios for angles expressed in radians and degrees. [ME, PS, R, T, V] [ICT: C6–4.1]
	4. Graph and analyze the trigonometric functions sine, cosine and tangent to solve problems. [CN, PS, T, V] [ICT: C6–4.1, C6–4.3]
	5. Solve, algebraically and graphically, first and second degree trigonometric equations with the domain expressed in degrees and radians. [CN, PS, R, T, V] [ICT: C6–4.1, C6–4.4]
	6. Prove trigonometric identities, using: • reciprocal identities • quotient identities • Pythagorean identities • sum or difference identities (restricted to sine, cosine and tangent) • double-angle identities (restricted to sine, cosine and tangent). [R, T, V] [ICT: C6–4.1, C6–4.4]

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[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Relations and Functions

General Outcome	Specific Outcomes
	It is expected that students will:
Develop algebraic and graphical reasoning through the study of relations.	1. Demonstrate an understanding of operations on, and compositions of, functions. [CN, R, T, V] [ICT: C6–4.1]
	2. Demonstrate an understanding of the effects of horizontal and vertical translations on the graphs of functions and their related equations. [C, CN, R, V]
	3. Demonstrate an understanding of the effects of horizontal and vertical stretches on the graphs of functions and their related equations. [C, CN, R, V]
	4. Apply translations and stretches to the graphs and equations of functions. [C, CN, R, V]
	5. Demonstrate an understanding of the effects of reflections on the graphs of functions and their related equations, including reflections through the: • x-axis • y-axis • line $y = x$. [C, CN, R, V]
	6. Demonstrate an understanding of inverses of relations. [C, CN, R, V]
	7. Demonstrate an understanding of logarithms. [CN, ME, R]
	8. Demonstrate an understanding of the product, quotient and power laws of logarithms. [C, CN, ME, R, T] [ICT: C6–4.1]
	9. Graph and analyze exponential and logarithmic functions. [C, CN, T, V] [ICT: C6–4.3, C6–4.4, F1–4.2]

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[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Relations and Functions (continued)	
General Outcome	**Specific Outcomes** *It is expected that students will:*
Develop algebraic and graphical reasoning through the study of relations.	10. Solve problems that involve exponential and logarithmic equations. [C, CN, PS, R] 11. Demonstrate an understanding of factoring polynomials of degree greater than 2 (limited to polynomials of degree $\leq$ 5 with integral coefficients). [C, CN, ME] 12. Graph and analyze polynomial functions (limited to polynomial functions of degree ≤ 5). [C, CN, T, V] [ICT: C6–4.3, C6–4.4] 13. Graph and analyze radical functions (limited to functions involving one radical). [CN, R, T, V] [ICT: C6–4.1, C6–4.3] 14. Graph and analyze rational functions (limited to numerators and denominators that are monomials, binomials or trinomials). [CN, R, T, V] [ICT: C6–4.1, C6–4.3, C6–4.4]

Permutations, Combinations and Binomial Theorem	
General Outcome	**Specific Outcomes** *It is expected that students will:*
Develop algebraic and numeric reasoning that involves combinatorics.	1. Apply the fundamental counting principle to solve problems. [C, PS, R, V] [ICT: C6–2.3] 2. Determine the number of permutations of n elements taken r at a time to solve problems. [C, PS, R, V] 3. Determine the number of combinations of n different elements taken r at a time to solve problems. [C, PS, R, V] 4. Expand powers of a binomial in a variety of ways, including using the binomial theorem (restricted to exponents that are natural numbers). [CN, R, V]

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MATHEMATICS 20-2

[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Measurement	
General Outcome	**Specific Outcomes**
	It is expected that students will:
Develop spatial sense and proportional reasoning.	1. Solve problems that involve the application of rates. [CN, PS, R]
	2. Solve problems that involve scale diagrams, using proportional reasoning. [CN, PS, R, V]
	3. Demonstrate an understanding of the relationships among scale factors, areas, surface areas and volumes of similar 2-D shapes and 3-D objects. [C, CN, PS, R, V]

Geometry	
General Outcome	**Specific Outcomes**
	It is expected that students will:
Develop spatial sense.	1. Derive proofs that involve the properties of angles and triangles. [CN, R, V]
	2. Solve problems that involve properties of angles and triangles. [CN, PS, V]
	3. Solve problems that involve the cosine law and the sine law, excluding the ambiguous case. [CN, PS, R]

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[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Number and Logic	
General Outcome	**Specific Outcomes** *It is expected that students will:*
Develop number sense and logical reasoning.	1. Analyze and prove conjectures, using inductive and deductive reasoning, to solve problems. [C, CN, PS, R] 2. Analyze puzzles and games that involve spatial reasoning, using problem-solving strategies. [CN, PS, R, V] 3. Solve problems that involve operations on radicals and radical expressions with numerical and variable radicands (limited to square roots). [CN, ME, PS, R] 4. Solve problems that involve radical equations (limited to square roots or cube roots). [C, PS, R]

Statistics	
General Outcome	**Specific Outcomes** *It is expected that students will:*
Develop statistical reasoning.	1. Demonstrate an understanding of normal distribution, including: • standard deviation • z-scores. [CN, PS, T, V] [ICT: C6–4.1, C7–4.2] 2. Interpret statistical data, using: • confidence intervals • confidence levels • margin of error. [C, CN, R] [ICT: C1–4.2, C2–4.2, C7–4.2]

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[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Relations and Functions	
General Outcome	**Specific Outcomes** *It is expected that students will:*
Develop algebraic and graphical reasoning through the study of relations.	1. Demonstrate an understanding of the characteristics of quadratic functions, including: • vertex • intercepts • domain and range • axis of symmetry. [CN, PS, T, V] [ICT: C6–4.1, C6–4.3] 2. Solve problems that involve quadratic equations. [C, CN, PS, R, T, V] [ICT: C6–4.1, C6–4.3]

Mathematics Research Project	
General Outcome	**Specific Outcomes** *It is expected that students will:*
Develop an appreciation of the role of mathematics in society.	1. Research and give a presentation on a historical event or an area of interest that involves mathematics. [C, CN, ME, PS, R, T, V] [ICT: C1–4.2, C1–4.4, C2–4.1, C3–4.1, C3–4.2, C7–4.2, F2–4.7]

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MATHEMATICS 30-2

[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Logical Reasoning

General Outcome	Specific Outcomes *It is expected that students will:*
Develop logical reasoning.	1. Analyze puzzles and games that involve numerical and logical reasoning, using problem-solving strategies. [CN, ME, PS, R]
	2. Solve problems that involve the application of set theory. [CN, PS, R, V] [ICT: C6–2.3]

Probability

General Outcome	Specific Outcomes *It is expected that students will:*
Develop critical thinking skills related to uncertainty.	1. Interpret and assess the validity of odds and probability statements. [C, CN, ME]
	2. Solve problems that involve the probability of mutually exclusive and non–mutually exclusive events. [CN, PS, R, V] [ICT: C6–2.3]
	3. Solve problems that involve the probability of two events. [CN, PS, R]
	4. Solve problems that involve the fundamental counting principle. [PS, R, V] [ICT: C6–2.3]
	5. Solve problems that involve permutations. [ME, PS, R, T, V]
	6. Solve problems that involve combinations. [ME, PS, R, T, V]

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[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Relations and Functions	
General Outcome	**Specific Outcomes** *It is expected that students will:*
Develop algebraic and graphical reasoning through the study of relations.	1. Determine equivalent forms of rational expressions (limited to numerators and denominators that are monomials and binomials). [C, ME, R] 2. Perform operations on rational expressions (limited to numerators and denominators that are monomials and binomials). [CN, ME, R] 3. Solve problems that involve rational equations (limited to numerators and denominators that are monomials and binomials). [C, CN, PS, R] 4. Demonstrate an understanding of logarithms and the laws of logarithms. [C, CN, ME, R] [ICT: C6–4.1] 5. Solve problems that involve exponential equations. [C, CN, PS, R, T] [ICT: C6–4.1, C6–4.3] 6. Represent data, using exponential and logarithmic functions, to solve problems. [C, CN, PS, T, V] [ICT: C6–4.1, C6–4.3, C6–4.4] 7. Represent data, using polynomial functions (of degree ≤ 3), to solve problems. [C, CN, PS, T, V] [ICT: C6–4.1, C6–4.3, C6–4.4] 8. Represent data, using sinusoidal functions, to solve problems. [C, CN, PS, T, V] [ICT: C6–4.1, C6–4.3, C6–4.4]

Mathematics Research Project	
General Outcome	**Specific Outcomes** *It is expected that students will:*
Develop an appreciation of the role of mathematics in society.	1. Research and give a presentation on a current event or an area of interest that involves mathematics. [C, CN, ME, PS, R, T, V] [ICT: C1–4.2, C1–4.4, C2–4.1, C3–4.1, C3–4.2, C7–4.2, F2–4.7, P2–4.1]

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MATHEMATICS 10-3

[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Measurement	
General Outcome	**Specific Outcomes**
	It is expected that students will:
Develop spatial sense through direct and indirect measurement.	1. Demonstrate an understanding of the Système International (SI) by: • describing the relationships of the units for length, area, volume, capacity, mass and temperature • applying strategies to convert SI units to imperial units. [C, CN, ME, V]
	2. Demonstrate an understanding of the imperial system by: • describing the relationships of the units for length, area, volume, capacity, mass and temperature • comparing the American and British imperial units for capacity • applying strategies to convert imperial units to SI units. [C, CN, ME, V]
	3. Solve and verify problems that involve SI and imperial linear measurements, including decimal and fractional measurements. [CN, ME, PS, V]
	4. Solve problems that involve SI and imperial area measurements of regular, composite and irregular 2-D shapes and 3-D objects, including decimal and fractional measurements, and verify the solutions. [ME, PS, R, V]

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[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Geometry	
General Outcome	**Specific Outcomes** *It is expected that students will:*
Develop spatial sense.	1. Analyze puzzles and games that involve spatial reasoning, using problem-solving strategies. [C, CN, PS, R] 2. Demonstrate an understanding of the Pythagorean theorem by: • identifying situations that involve right triangles • verifying the formula • applying the formula • solving problems. [C, CN, PS, V] 3. Demonstrate an understanding of similarity of convex polygons, including regular and irregular polygons. [C, CN, PS, V] 4. Demonstrate an understanding of primary trigonometric ratios (sine, cosine, tangent) by: • applying similarity to right triangles • generalizing patterns from similar right triangles • applying the primary trigonometric ratios • solving problems. [CN, PS, R, T, V] [ICT: C6–4.1] 5. Solve problems that involve parallel, perpendicular and transversal lines, and pairs of angles formed between them. [C, CN, PS, V] 6. Demonstrate an understanding of angles, including acute, right, obtuse, straight and reflex, by: • drawing • replicating and constructing • bisecting • solving problems. [C, ME, PS, T, V] [ICT: C6–4.1]

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[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Number	
General Outcome	**Specific Outcomes** *It is expected that students will:*
Develop number sense and critical thinking skills.	1. Solve problems that involve unit pricing and currency exchange, using proportional reasoning. [CN, ME, PS, R] [ICT: F2–4.7] 2. Demonstrate an understanding of income, including: • wages • salary • contracts • commissions • piecework to calculate gross pay and net pay. [C, CN, R, T] [ICT: C6–4.1, C6–4.2, C7–4.2, F2–4.7]

Algebra	
General Outcome	**Specific Outcomes** *It is expected that students will:*
Develop algebraic reasoning.	1. Solve problems that require the manipulation and application of formulas related to: • perimeter • area • the Pythagorean theorem • primary trigonometric ratios • income. [C, CN, ME, PS, R]

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MATHEMATICS 20-3

[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Measurement	
General Outcome	**Specific Outcomes**
	It is expected that students will:
Develop spatial sense through direct and indirect measurement.	1. Solve problems that involve SI and imperial units in surface area measurements and verify the solutions. [C, CN, ME, PS, V]
	2. Solve problems that involve SI and imperial units in volume and capacity measurements. [C, CN, ME, PS, V]

Geometry	
General Outcome	**Specific Outcomes**
	It is expected that students will:
Develop spatial sense.	1. Solve problems that involve two and three right triangles. [CN, PS, T, V] [ICT: C6–4.1]
	2. Solve problems that involve scale. [PS, R, V]
	3. Model and draw 3-D objects and their views. [CN, R, V]
	4. Draw and describe exploded views, component parts and scale diagrams of simple 3-D objects. [CN, V]

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[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Number	
General Outcome	**Specific Outcomes** *It is expected that students will:*
Develop number sense and critical thinking skills.	1. Analyze puzzles and games that involve numerical reasoning, using problem-solving strategies. [C, CN, PS, R] 2. Solve problems that involve personal budgets. [CN, PS, R, T] [ICT: C6–4.2, C6–4.4] 3. Demonstrate an understanding of compound interest. [CN, ME, PS, T] [ICT: C6–4.1] 4. Demonstrate an understanding of financial institution services used to access and manage finances. [C, CN, R, T] [ICT: F2–4.6] 5. Demonstrate an understanding of credit options, including: • credit cards • loans. [CN, ME, PS, R] [ICT: F2–4.7]

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[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Algebra	
General Outcome	**Specific Outcomes** *It is expected that students will:*
Develop algebraic reasoning.	1. Solve problems that require the manipulation and application of formulas related to: • volume and capacity • surface area • slope and rate of change • simple interest • finance charges. [CN, PS, R] 2. Demonstrate an understanding of slope: • as rise over run • as rate of change • by solving problems. [C, CN, PS, V] 3. Solve problems by applying proportional reasoning and unit analysis. [C, CN, PS, R]

Statistics	
General Outcome	**Specific Outcomes** *It is expected that students will:*
Develop statistical reasoning.	1. Solve problems that involve creating and interpreting graphs, including: • bar graphs • histograms • line graphs • circle graphs. [C, CN, PS, R, T, V] [ICT: C6–4.1, C6–4.2, C6–4.3, P2–4.1]

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MATHEMATICS 30-3

[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Measurement

General Outcome	Specific Outcomes *It is expected that students will:*
Develop spatial sense through direct and indirect measurement.	1. Demonstrate an understanding of the limitations of measuring instruments, including: • precision • accuracy • uncertainty • tolerance and solve problems. [C, PS, R, T, V] [ICT: C6–4.4, C6–4.5]

Geometry

General Outcome	Specific Outcomes *It is expected that students will:*
Develop spatial sense.	1. Solve problems by using the sine law and cosine law, excluding the ambiguous case. [CN, PS, V] 2. Solve problems that involve: • triangles • quadrilaterals • regular polygons. [C, CN, PS, V] 3. Demonstrate an understanding of transformations on a 2-D shape or a 3-D object, including: • translations • rotations • reflections • dilations. [C, CN, R, T, V] [ICT: C6–3.4]

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[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Number	
General Outcome	**Specific Outcomes** *It is expected that students will:*
Develop number sense and critical thinking skills.	1. Analyze puzzles and games that involve logical reasoning, using problem-solving strategies. [C, CN, PS, R] 2. Solve problems that involve the acquisition of a vehicle by: • buying • leasing • leasing to buy. [C, CN, PS, R, T] 3. Critique the viability of small business options by considering: • expenses • sales • profit or loss. [C, CN, R] [ICT: F2–4.7]

Algebra	
General Outcome	**Specific Outcomes** *It is expected that students will:*
Develop algebraic reasoning.	1. Demonstrate an understanding of linear relations by: • recognizing patterns and trends • graphing • creating tables of values • writing equations • interpolating and extrapolating • solving problems. [CN, PS, R, T, V] [ICT: C6–4.1, C6–4.3, C7–4.2]

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[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Statistics	
General Outcome	**Specific Outcomes** *It is expected that students will:*
Develop statistical reasoning.	1. Solve problems that involve measures of central tendency, including: • mean • median • mode • weighted mean • trimmed mean. [C, CN, PS, R] 2. Analyze and describe percentiles. [C, CN, PS, R]

Probability	
General Outcome	**Specific Outcomes** *It is expected that students will:*
Develop critical thinking skills related to uncertainty.	1. Analyze and interpret problems that involve probability. [C, CN, PS, R]

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APPENDIX: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) OUTCOMES

The following excerpts from the Information and Communication Technology (ICT) Program of Studies provide the complete wording for outcomes that are linked to the mathematics program of studies. For the complete ICT Program of Studies, go to the Alberta Education Web site at http://education.alberta.ca/teachers/core/ict/programs.aspx.

ICT Outcomes, Division 2

General Outcomes	Specific Outcomes
C6 – Students will use technology to investigate and/or solve problems.	2.3 use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment

ICT Outcomes, Division 3

General Outcomes	Specific Outcomes
C6 – Students will use technology to investigate and/or solve problems.	3.4 pose and test solutions to problems by using computer applications, such as computer-assisted design or simulation/modelling software

ICT Outcomes, Division 4

General Outcomes	Specific Outcomes
C1 – Students will access, use and communicate information from a variety of technologies.	4.2 select information from appropriate sources, including primary and secondary sources 4.4 communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for context, audience and purpose that extend and communicate understanding of complex issues
C2 – Students will seek alternative viewpoints, using information technologies.	4.1 consult a wide variety of sources that reflect varied viewpoints on particular topics 4.2 evaluate the validity of gathered viewpoints against other sources
C3 – Students will critically assess information accessed through the use of a variety of technologies.	4.1 assess the authority, reliability and validity of electronically accessed information 4.2 demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic
C6 – Students will use technology to investigate and/or solve problems.	4.1 investigate and solve problems of prediction, calculation and inference 4.2 investigate and solve problems of organization and manipulation of information 4.3 manipulate data by using charting and graphing technologies in order to test inferences and probabilities 4.4 generate new understandings of problematic situations by using some form of technology to facilitate the process 4.5 evaluate the appropriateness of the technology used to investigate or solve a problem

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General Outcomes	Specific Outcomes
C7 – Students will use electronic research techniques to construct personal knowledge and meaning.	4.2 analyze and synthesize information to determine patterns and links among ideas
F1 – Students will demonstrate an understanding of the nature of technology.	4.2 solve mathematical and scientific problems by selecting appropriate technology to perform calculations and experiments
F2 – Students will understand the role of technology as it applies to self, work and society.	4.6 demonstrate an understanding of the basic principles and issues of e-commerce, including such topics as security and privacy, marketing, and implications for governments, businesses and consumers alike 4.7 use current, reliable information sources from around the world
P2 – Students will organize and manipulate data.	4.1 manipulate and present data through the selection of appropriate tools, such as scientific instrumentation, calculators, databases and/or spreadsheets

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FRENCH AS A SECOND LANGUAGE 10-3Y, 20-3Y, 30-3Y

INTRODUCTION

The *French as a Second Language Three-year Program of Studies (Grade 10 to Grade 12)* defines outcomes for students in their study of French over three courses: French 10-3Y, French 20-3Y and French 30-3Y.

Overarching goal

The overarching goal of this program of studies is that by the end of French 30-3Y, students can understand and express themselves in basic situations, provided the language they encounter is clear and based on familiar topics and structures, and can use the cultural and strategic knowledge they have gained to sustain their communication.

Key skills, understandings and attitudes

The intent of this program of studies is to develop the following skills, understandings and attitudes in students:

- a desire to learn French for personal benefit
- an awareness that the French language is used in other parts of the province, country and world as a medium for learning and communication
- an awareness of the skills and strategies required for intercultural communication
- an awareness that through technology, students can access many different Francophone cultures
- an interest in life-long learning about peoples and cultures
- a growing ability to direct one's own learning by reflecting on one's progress and autonomously selecting appropriate learning strategies
- an expansion of students' knowledge and awareness of experiences and perceptions of other people beyond their immediate experience
- respect for cultural and linguistic diversity.

Reasons for learning French

Students at the high school level may choose to learn French for a range of reasons.
These may include the reasons listed below.

- The ability to understand, speak, read, write and interact in French allows students to communicate with French-speaking people throughout the world. This includes more than 250 million people in 33 countries.
- French is one of Canada's two official languages. It is also an official language of the European Union, the United Nations and the International Olympic Committee.
- Learning French in Alberta and in Canada provides students with a heightened awareness of and sensitivity to cultural and linguistic diversity in this country.
- Learning about Francophone individuals, communities and institutions provides students with insight into Canada's Francophone reality.
- Learning French develops awareness that a language influences the way in which its speakers view themselves and the world, and that this outlook can be very different from that of the students' view of themselves and the world.
- Learning French broadens students' ability to travel and study in French-speaking regions of Canada and abroad.

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Personal benefits

The learning of a second or additional language involves risk-taking and adapting to the unknown. As a result, second-language learners tend to be more flexible and able to adapt to new situations, which is an asset in an ever-changing world. The learning of additional languages can also result in enhanced cognitive functioning, such as an increased ability to conceptualize and think abstractly. Second-language learners often demonstrate a greater degree of divergent thinking and creativity.

Learning about other languages and cultures allows students to gain a deeper insight into their own language and culture. It also fosters understanding and respect among peoples, cultures and countries.

Furthermore, learning additional languages provides students with a broader range of educational, career-related and leisure opportunities.

ASSUMPTIONS

The following are statements of assumptions that have guided the development process of this FRENCH AS A SECOND LANGUAGE THREE-YEAR PROGRAM OF STUDIES (GRADE 10 TO GRADE 12).

- This program of studies is designed for students who have had no prior instruction in French before entering high school.
- For some students, the study of French may represent a third or additional language, if they have learned a different language at home or at school prior to Grade 10.
- The social act of communicating is at the core of this program of studies. This involves interaction between individuals, i.e. being involved simultaneously in the comprehension, interpretation and expression of messages.
- Students are both at the centre of and responsible for their learning. They are able to learn skills needed for the development of learner autonomy.
- The classroom context allows students to learn by interacting and collaborating with peers.
- The classroom setting is a place to experience a range of contexts for language use. Through simulation and role-play, students can prepare for authentic encounters that they could potentially experience beyond the classroom setting.
- Language learning is integrative, i.e., each additional element presented must be integrated in the students' language repertoire in order to be acquired and used.
- Language learning is cyclical, i.e., it involves constant repetition and reintegration of knowledge and skills. As particular words, structures, patterns or other elements are encountered and processed on multiple occasions, learners' awareness of their meanings, purposes and uses grows. Each outcome in the program of studies is not simply presented once to students. Instead, students need multiple opportunities to encounter, process and make use of the repertoire elements defined in the outcomes.
- As the use of technologies becomes increasingly prevalent, students may wish to use the Internet as a means of continuing their exploration of the French language and of Francophone cultures as a part of their life-long learning outside of the classroom. Because of this, students will, while in the classroom setting, require ample exposure to language learning strategies, and will require opportunities to develop and use these strategies. This will facilitate their understanding of oral and written texts and their ability to express themselves orally and in written form in French.

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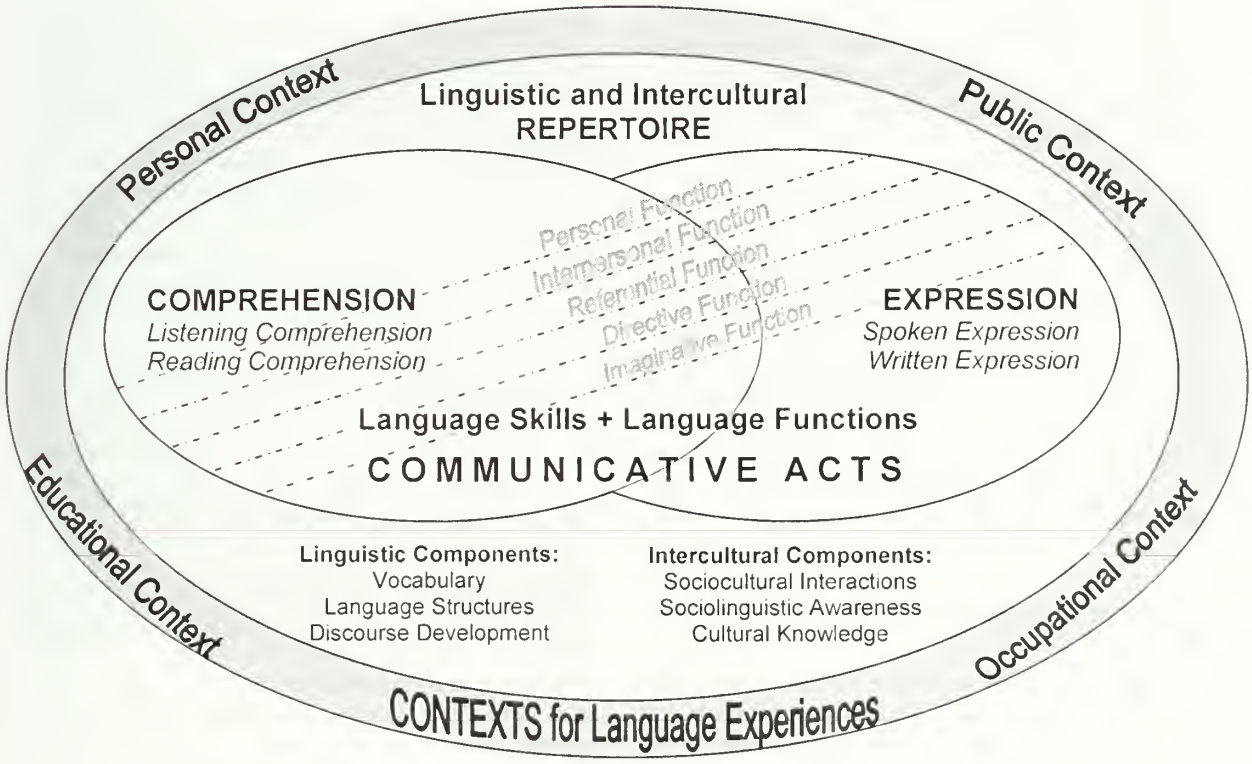
PHILOSOPHY

This program of studies reflects an **action-oriented approach** to language teaching and learning. In second-language learning, as in first-language acquisition, the use of language is an active endeavour. The act of learning language and the act of using language engage each other reciprocally. As students use language, they learn it and as they learn language they use it.

An action-oriented approach to language learning recognizes that language is used to carry out specific actions related to various purposes or functions of language within specified contexts. These actions involve any combination of language skills. Users of a language draw on a large repertoire of linguistic, interpersonal and sociolinguistic knowledge when comprehending and using language.

Design of the program of studies

This program of studies is comprised of three components: *Contexts* (language experiences in context); *Communicative Acts* (language skills and functions for communicative purposes); and *Repertoire* (linguistic, intercultural and cultural repertoire needed for communicative purposes). It is based on the premise that students acquire language knowledge, skills and attitudes over time, but that within a three-course sequence students can access and gain sufficient language in French to communicate basic needs, express desires, and use it for creative and aesthetic purposes. Although each component is described separately, they in fact work as a cohesive entity that supports students in their understanding and use of French within the reality of a three-course sequence timeframe. The following illustration depicts the essence of this program of studies.



Note: - - Denotes negotiation of meaning

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CONTEXTS FOR LANGUAGE EXPERIENCES

In this program of studies, language experiences, which give rise to different communicative acts, are situated within one of four **contexts**: the personal, educational, public or occupational context. The *personal context* includes aspects of the students' lives that have a direct influence on who they are, the relationships they have with others (family, friends, classmates) and their areas of personal interest. As such, for this context teachers will need to be sensitive to students who may not wish to share personal information about who their family members are or on aspects of their home or personal life. The *educational context* refers to the students' school-life and the activities related to school such as school sports teams and clubs, in addition to future educational plans or training. The *public context* includes activities that occur within shared public spaces such as stores or restaurants or that involve the media or popular culture. The *occupational context* refers to the area of jobs, employment and careers and to related experiences such as researching different occupations, career planning and job searches.

Certain language experiences have been identified for particular attention in each course in order to provide a degree of commonality and continuity within the three-year course sequence. However, the program of studies does provide for flexibility and choice when it comes to the selection of additional language experiences students can undertake to develop a wider range of communicative acts. The choice of these experiences will be left to the teacher and the students in terms of needs and interests.

COMMUNICATIVE ACTS

In day-to-day life, people draw upon their experiences as they carry out communicative acts. A communicative act consists of a language skill (comprehension skills and/or oral or written expression) used to achieve a particular purpose, that is, to carry out a specific language function. These acts always occur within a context.

In this program of studies, these communicative acts are defined in terms of the language skills being developed and the language functions required to understand and communicate messages orally and/or in written form. These acts range from simple, concrete messages to language used in more complex ways, in keeping with what is attainable within a three-course sequence. This means that students in this course will develop the four language skills using French language structures that will permit them to communicate effectively with other speakers of the language, albeit in a limited fashion. The language skills are developed through the fulfilment of language functions, which are encountered in contexts that are familiar to the students. These language functions also increase in number as more vocabulary and language structures are added to the students' repertoire.

Language skills

The **language skills** are divided into two skill sets: *comprehension* and *expression*. **Comprehension** involves deriving meaning or significance for a particular purpose from a spoken text (listening comprehension) or a written text (reading comprehension). **Expression** involves the creation of spoken or written text for a particular purpose and audience. At the point where comprehension and expression intersect is the **negotiation of meaning** which involves an interactive process between these skill sets. This interactive process requires the individual to glean meaning from what is being said or read, to interpret it and to react to this interpretation orally and/or in written form, often in alternation with other individuals who may or may not be physically present.

Native speakers are continuously involved in communicative acts that require the use of different language skills in order to achieve specific purposes within a particular context: e.g., they use their reading comprehension skills to gather information when scanning a Web site related to travel information; or they use their speaking skills to give a stranger directions to a specific location. Similarly, language learners make use of their developing language skills, i.e. listening comprehension, reading comprehension,

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spoken and written expression, in order to carry out a range of communicative acts for different purposes and in varying contexts.

Language functions

Communicative acts, then, involve the comprehension and expression skills in conjunction with the **functions of language**, which fall into five main categories: personal function, interpersonal function, referential function, directive function and imaginative function, each of which forms the basis of a separate stream of outcomes within this section of the program of studies.

These categories are defined in the following manner:

Personal Function = language used to express personal thoughts, needs, emotions, perspectives and beliefs

Interpersonal Function = language used to socialize; i.e., to form, maintain, sustain and change interpersonal relations

Referential Function = language used to seek, gather, process and impart information

Directive Function = language that is used to direct, influence and manage one's own or others' actions

Imaginative Function = language used for creative purposes, for entertainment and personal enjoyment

The categories are then further subdivided into the specific communicative acts that define the reason for the communication. Although not specifically identified in the program of studies in this manner, these functions may be categorized as follows:

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Personal Functions	Specific Communicative Acts
• expressing personal preferences	• expressing a liking for something or someone • expressing a dislike for something or someone • expressing a preference for someone or something
• expressing basic or personal needs	• expressing a physical state of being • expressing a need for food, water, sleep • expressing a need for someone or something • expressing a want or a desire

Interpersonal Functions	Specific Communicative Acts
• expressing basic or personal needs	• expressing other's need for food, water, sleep • expressing other's need for someone or something • expressing other's physical state of being
• establishing common ground with others	• asking about others' well-being • asking about others' needs • asking about others' likes, dislikes, preferences, wants and desires • asking about others' feelings and emotions
• expressing the preferences of someone else	• expressing someone's liking for something or someone • expressing someone's dislike for something or someone • expressing someone's preference for something
• sustaining relations with others	• expressing concern for another's well-being • congratulating someone • expressing and/or acknowledging gratitude • expressing well wishes • giving someone a compliment

Informational Functions	Specific Communicative Acts
• providing information	• naming people, places, emotions, feelings or things • providing information about people, places, things, time, dates and events • providing a definition • providing an explanation • providing a summary • providing a translation • describing oneself, someone or something • describing one's feelings • describing one's emotions • explaining something • reporting factual information
• recalling information	• indicating whether one knows or does not know something • indicating if someone remembers or forgets someone or something
• seeking information	• requesting information about people, places, things, time, dates and events • asking for a definition • asking for an explanation • asking whether one knows or does not know someone or something • asking if someone has remembered or forgotten someone or something
• processing information	• enumerating people, places, emotions, feelings or things • indicating a sequence of events • classifying words, ideas

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Directive Function	Specific Communicative Acts
• demanding an action	• issuing a command • forbidding someone to do something
• suggesting an action	• providing directions • providing instructions • providing advice • providing suggestions
• requesting an action	• asking someone to do something • asking for help • asking for directions or instructions • asking for suggestions • asking for advice
• dealing with permission	• seeking or requesting permission • inquiring whether others have permission to do something
• dealing with obligations and expectations	• asking whether one is obligated or not obligated to do something
• repairing communication	• asking for confirmation of understanding • asking for clarification • asking for repetition of all or of a portion of what was said • asking to have something spelled out • asking to have something written down • asking for someone to speak more slowly

Imaginative Function	Specific Communicative Acts
• generating new ideas, solutions	• brainstorming ideas • describing an image or visualization of someone or something • generating ideas
• developing new texts, ideas, solutions	• creating personal texts
• responding to creative ideas or texts	• discussing an idea or a text • reading a joke or cartoon • listening to a funny story • enjoying word play, rhythm or sounds of spoken language

The purpose of this table is to provide teachers with the breadth of functions in which students can engage. The list is by no means exhaustive; rather, it represents the functions that students in this course sequence will more than likely encounter and develop.

While some communicative acts clearly involve a single language function, more commonly a range of functions are employed within a single spoken or written exchange. For example, someone may ask a question of someone else about their state of being (interpersonal function). The respondent would issue a reply (personal function). The topic may turn to a request for information about something (referential function) or to a request to do something for someone (directive function). The exchange could also involve a brainstorm of ideas related to the writing of a simple poem for a friend who is sick (imaginative function). As a result, students could engage in the use of a number of language functions depending upon the context and the communicative needs. Therefore, contexts will set the stage for the types of communicative acts in which students will engage.

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REPERTOIRE: LINGUISTIC AND INTERCULTURAL ELEMENTS

In order to carry out communicative acts, users of language draw from their repertoire of linguistic and intercultural elements as they express their meaning and comprehend the meanings expressed by others. An individual's repertoire expands with each communicative act, as it is through language that awareness, knowledge and skills are developed and expressed.

Repertoire Components

In this program of studies, the repertoire component is comprised of two facets: the *Linguistic* subcomponent, consisting of the Vocabulary, Language Structures and Discourse Development categories; and the *Intercultural* subcomponent, which includes Sociocultural Interactions, Sociolinguistic Awareness and Cultural Knowledge. Together, these subcomponents contain the elements required for communication.

In the Repertoire section, each category is identified by the letter R, representing the word *Repertoire* and a number which simply signifies the category. The numbering system is used to assist teachers in their instructional planning and assessment processes. The numbers are in no way indicative of a sequential or hierarchical ordering to language learning; rather, the linguistic elements have been grouped and organized so as to facilitate the presentation of the elements. A distinction is also made between understanding a linguistic concept and its use. The purpose behind this distinction is that in certain cases the understanding of the concept will occur well before the student is able to apply it. For example, the concept of gender is easily acquired; however, its application takes much longer as students need to learn the gender of each and every word they encounter before they can apply the concept in a consistent manner. It is important that teachers are cognizant of this distinction for assessment purposes.

R 1 refers to the Vocabulary items needed to carry out simple interactions within each of the contexts and language experiences identified. The vocabulary includes the most frequently-used words, phrases and expressions used by speakers of the language. In general, students will recognize and comprehend a greater number of vocabulary items than they will be able to use. Also included in this category is the use of cognates for vocabulary development and knowledge outcomes related to the evolution of the French language.

R 2 outcomes refer to the Language Structures and Discourse Development elements students will acquire in this three-year course sequence. The elements have been grouped by major grammatical categories such as prepositions, verb conjugation patterns by tense and sentence patterns. These outcomes also include matters related to word and sentence order, as well as the recognition of grammatical words that function as signposts to aid in the comprehension of spoken or written texts. These outcomes help students learn how to navigate within a text.

R 3 and **R 4** outcomes relate to the subcomponent of intercultural skills.

R 3 outcomes are tied to Sociocultural Interactions and Sociolinguistic Awareness. Sociocultural interactions refers to the appropriate language used in given interpersonal encounters. For example, students need to be cognizant of the appropriate forms of address used in different Francophone cultures. For example, they need to learn that in certain situations, it is appropriate to call a teacher by his or her first name whereas in other situations, to use the teacher's first name is a sign of disrespect. These outcomes are tied directly to the contexts and language-learning experiences in which students are to engage. The sociolinguistic awareness outcomes relate to the rules and conventions governing oral and written communications. By acquiring knowledge in this area, students will have an opportunity to gain insight into the cultural workings of the French language. These conventions include such things as to how the date is expressed in French; the rules for capitalization, which differ in some ways from English; and the punctuation marks and spacing rules, which also differ from English. Exploration

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of these differences can enhance students' knowledge of their first language, whether it is English; or another language, and can help them to develop a positive attitude toward the learning of languages in general.

R 4 defines outcomes related to the concept of *la francophonie* by exploring Francophone cultures at the local, provincial, national and international levels. Students' learning will focus on comparing and contrasting their daily lives with those of Francophones with respect to common themes such as dating practices, family traditions, leisure activities and other areas of particular interest to the students. In this way, students are afforded the opportunity to reflect upon other cultures with a view to understanding other people and, therefore, themselves. The ability to compare and contrast information helps develop intercultural skills and promotes greater acceptance of linguistic and cultural diversity. Providing students with opportunities to view others as they are, helps them become less ethnocentric while at the same time helping them to confirm their own cultural identity and promote global citizenship.

Strategy use

An integral part of this program of studies pertains to the recognition, development and use of strategies. Learners and users of language make use of a wide range of strategies in order to carry out communicative acts; to learn, retain and recall linguistic knowledge; and to interact with others. Strategic outcomes have been embedded throughout the program of studies to demonstrate their importance in the acquisition of knowledge and language, as well as in personal development. As students become aware of the range of strategies that can be used to maximize success in language learning, they are expected to use those which best match their particular learning needs and in so doing, direct their own learning. Further, as students acquire an array of strategies, they will come to recognize their strengths as language learners and learn to overcome their challenges in areas causing them difficulty.

Outcomes related to strategy use are identified by a key symbol (⊨) which signifies the key to learning and opening up the mind to different ways of acquiring, retaining and sharing knowledge while developing the language skills. There are four broad categories of strategies in this program of studies: **communication** strategies for the comprehension and production skills; **vocabulary development** strategies; **general** strategies that encompass the acquisition of language structures, interpersonal skill development and information acquisition and transfer strategies; and **metacognitive** strategies that support the other three categories. To become successful learners and users of French, students will need to employ a range of strategies to facilitate and support their oral and written comprehension and expression, in addition to their acquisition of cultural and linguistic information. However, given that every student is an individual with differing learning needs, the program of studies does not specify exactly which strategies students are to identify, develop and use; rather, it is expected that students be made aware of what strategies they can use and which ones they do use, while being exposed to new strategies.

Examples of the types of strategies that students can become exposed to, experiment with and develop are provided in the appendix. This list is by no means exhaustive but provides teachers with the most probable strategies that students can access within the three-year course sequence.

Metacognitive strategies

In order to foster learner independence, students are asked to reflect on themselves as learners, looking at their strengths, their challenges as well as their learning style preferences as they move through the three-year course sequence. Given the linguistic complexity involved in the discussion and self-reflection related to one's learning, it is expected that this aspect of the program of studies will more than likely need to be addressed in English.

Integration of technology

The use of information and communication technologies (ICT) in the classroom reinforces students' technological skills. It also helps students recognize that French is used in real and authentic contexts outside of the classroom. The

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outcomes of this program of studies support the integration of technology into regular classroom practices. Using communication and information technologies allows students to tailor their communications to meet specific purposes and particular audiences.

Assessment

Assessment is the gathering and consideration of information about what a student knows, is learning to do and is able to do. It is essential to the teaching and learning process. As students continue to develop their skills and use all of the facets of their linguistic, intercultural, cultural and strategic knowledge, they require regular feedback on their progress in order to develop an awareness of the ways in which they can improve and extend their learning.

The prescribed general and specific outcomes that follow indicate what students are to demonstrate at the end of each course in the three-year course sequence, while specifying the corresponding level of learner support that should be provided for each. These outcomes provide the sole basis for assessment. Students may benefit from learning or receiving information about additional linguistic or intercultural elements beyond those which are prescribed within the outcomes for each course; however, this additional knowledge is not to be assessed until the year in which it is prescribed. Assessment practices should be in keeping with the philosophy of this program of studies, should reflect a wide range of purposes for assessment and should include assessment *for* learning, assessment *as* learning as well as assessment *of* learning.

DEFINITION OF OUTCOMES

Learner outcomes define the knowledge, skills and attitudes that students must attain. These outcomes emphasize the ability to understand, express and negotiate meaning through spoken and written texts.

The three **general outcomes** define the overarching goal of the program of studies. Each general outcome relates to one of the components: *Contexts* (language experiences in context); *Communicative Acts* (language skills and functions for communicative purposes); and *Repertoire* (linguistic, intercultural and cultural repertoire needed for communicative purposes).

The **specific outcomes** define for each of the three courses the requisite contexts, language skills and functions students will develop through the acquisition of linguistic, intercultural and cultural knowledge as well as through the development of language learning strategies.

Each general outcome is broken down into specific outcomes that students are to achieve by the end of each course. The specific outcomes are interrelated and interdependent such that specific outcomes for each preceding course form the basis for the outcomes in the courses that follow. This progressive and developmental flow of learning allows students to continue to build knowledge and skills as they move through each course.

From French 10–3Y through to French 30–3Y, the outcomes increase in scope and complexity or indicate a progressive increase in learner autonomy. As such, many of the outcomes relate to targeted levels of learner support that show more student control over time. For example, specific outcomes in the repertoire component make reference to the following situations, which describe the various levels of learner support:

- *modelled* situations refer to the use of auditory or print models of the linguistic structures students are to understand and use, either provided by the teacher directly or contained within a text, and that students follow closely as they acquire and use these language elements
- *highly-structured* situations involve specific learning supports (scaffolds), allowing some degree of choice or variance, that are provided to learners so that they can acquire the language knowledge needed to participate in language experiences
- *structured* situations involve learning supports that are more open-ended in nature, and from which students are able to choose as they seek to express themselves while participating in language learning experiences
- *guided* situations still involve the support the teacher provides to the students in terms of

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language knowledge and its use, but in general, learners are beginning to rely less and less on models and other learning supports
- *nonguided* situations require that students rely on themselves for the most part to make linguistic choices based on previously taught material, and to select appropriate intercultural and/or cultural knowledge to understand and/or communicate their own messages.

Language growth is demonstrated through these incremental steps, moving from a high level of support early in student learning to decreased support as students become increasingly independent in their language use.

GENERAL OUTCOMES

Contexts for Language Experiences

Students will use their life and learning experiences related to specific contexts to understand a variety of messages in French and/or to express messages in French that have personal meaning.

Communicative Acts

Students will comprehend and express oral or written messages involving a variety of language functions related to various contexts and communicative purposes.

Repertoire

Students will use their knowledge of familiar French language structures, as well as cultural and intercultural knowledge and interpersonal skills, to understand and express messages effectively and in context.

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CONTEXTS

General Outcome for CONTEXTS FOR LANGUAGE EXPERIENCES

Students will use their life and learning experiences related to specific contexts to understand a variety of messages in French and/or to express messages in French that have personal meaning.

Specific Outcomes for:

C – CONTEXTS FOR LANGUAGE EXPERIENCES

Students will understand and express in French, orally or in written form, a variety of messages related to …

	10-3Y	20-3Y	30-3Y
Personal context	• language experiences in the personal context, including – identifying and describing themselves (10 C 1.1) – sharing personal preferences (10 C 1.2) – identifying, introducing and describing their family members (10 C 1.3) – identifying, introducing and describing their friends (10 C 1.4) – others that meet their needs and interests (10 C 1.5)	• language experiences in the personal context, including – identifying and describing their hobbies, interests or collections (20 C 1.1) – describing personal friendships and relationships (20 C 1.2) – interacting with others at social outings (20 C 1.3) – others that meet their needs and interests (20 C 1.4)	• language experiences in the personal context, including – identifying and describing their regular daily or weekly routines (30 C 1.1) – reflecting on their personal image and clothing style preferences (30 C 1.2) – describing their responsibilities within the home (30 C 1.3) – describing their childhood (30 C 1.4) – others that meet their needs and interests (30 C 1.5)

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	10-3Y	20-3Y	30-3Y
Educational context	• language experiences in the educational context, including – identifying classroom supplies and furnishings (10 C 2.1) – expressing preferences and describing personal routines related to their course schedules (10 C 2.2) – participating in routine classroom interactions (10 C 2.3) – identifying areas of the school (10 C 2.4) – others that meet their needs and interests (10 C 2.5)	• language experiences in the educational context, including – describing special activities, events or traditions occurring at their school (20 C 2.1) – participating in routine interactions with school personnel (20 C 2.2) – identifying tasks and responsibilities related to their schoolwork (20 C 2.3) – others that meet their needs and interests (20 C 2.4)	• language experiences in the educational context, including – identifying French-language speakers or resources within the school community or through the use of the Internet (30 C 2.1) – reflecting on their future training or study opportunities (30 C 2.2) – expressing their perspectives on or feelings or emotions about aspects of school life (30 C 2.3) – others that meet their needs and interests (30 C 2.4)
Public context	• language experienees in the public context, including – identifying shopping venues typically found in a community (10 C 3.1) – participating in routine interactions related to purchases of food, clothing, school supplies (10 C 3.2) – becoming informed about current weather conditions (10 C 3.3) – becoming informed about community events and services (10 C 3.4) – identifying and describing selected Francophone public figures; e.g., public officials, sport or entertainment celebrities (10 C 3.5) – others that meet their needs and interests (10 C 3.6)	• language experiences in the public context, including – identifying and recommending leisure and recreation opportunities found in communities (20 C 3.1) – describing a range of menu offerings at kiosks and restaurants found in communities (20 C 3.2) – identifying means of public transportation found in larger communities (20 C 3.3) – participating in routine interactions with community members; e.g., using leisure and recreation facilities, purchasing prepared foods and using public transportation. (20 C 3.4) – others that meet their needs and interests (20 C 3.5)	• language experiences in the public context, including – identifying, describing and recommending tourist destinations within one's own community as well as in selected Francophone communities (30 C 3.1) – discussing weather conditions associated with the geography and seasonal climate of selected tourist destinations (30 C 3.2) – participating in typical travel interactions; e.g., seeking and providing tourist information, navigating within a community, using foreign currency, seeking accommodations (30 C 3.3) – comparing the nature, design and availability of public spaces, facilities, and/or institutions within one's own community and selected Francophone communities (30 C 3.4) – others that meet their needs and interests (30 C 3.5)

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Occupational context	• language experiences in the occupational context, including – naming paid or volunteer occupations of friends or family members (10 C 4.1) – others that meet their needs and interests (10 C 4.2)	• language experiences in the occupational context, including – listing basic tasks related to a part-time job or volunteer positions within one's community (20 C 4.1) – identifying agencies or organizations in the community from whom they can seek emergency assistance (20 C 4.2) – participating in routine interactions related to occupations found within the community; e.g., interacting with a customer, requesting emergency help, describing minor pain or symptoms (e.g., *J'ai un mal de tête*) (20 C 4.3) – others that meet their needs and interests (20 C 4.4)	• language experiences in the occupational context, including – reflecting on their personal inventory of skills and aptitudes in relation to possible jobs or careers (30 C 4.1) – identifying steps related to job seeking (30 C 4.2) – participating in routine interactions related to job searching; e.g., requesting information about a job, recommending themselves or others for a particular job (30 C 4.3) – others that meet their needs and interests (30 C 4.4)

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General Outcome for COMMUNICATIVE ACTS

Students will comprehend and express oral or written messages in French involving a variety of language functions related to various contexts and communicative purposes.

Specific Outcomes for:

A – LANGUAGE SKILLS AND FUNCTIONS*

Students will receive, process and/or express in French in familiar contexts, orally or in written form, …

	10-3Y	20-3Y	30-3Y
Personal function	• simple, concrete messages using known vocabulary and taught language structures related to personal needs, emotions and perspectives, involving familiar topics (10 A 1)	• messages using known vocabulary and some variation in taught language structures related to personal needs, emotions and perspectives, involving familiar topics (20 A 1)	• messages using familiar vocabulary and a variety of taught language structures related to personal needs, emotions and perspectives, involving familiar topics (30 A 1)
Interpersonal function	• simple, concrete messages using known vocabulary and taught language structures in order to form, sustain and/or change interpersonal relations (10 A 2)	• messages using known vocabulary and some variation in taught language structures in order to form, sustain and/or change interpersonal relations (20 A 2)	• messages using familiar vocabulary and a variety of taught language structures in order to form, sustain and/or change interpersonal relations (30 A 2)
Referential function	• simple, concrete messages using known vocabulary and taught language structures in order to seek, gather, process and impart very basic information on familiar topics (10 A 3)	• messages using known vocabulary and some variation in taught language structures in order to seek, gather, process and impart basic information on familiar topics (20 A 3)	• messages using familiar vocabulary and a variety of taught language structures in order to seek, gather, process and impart information on mostly familiar topics, but sometimes on unfamiliar topics (30 A 3)
Directive function	• simple, concrete messages using known vocabulary and taught language structures, expressed one at a time, to direct, influence and manage their or another's actions (10 A 4)	• messages using known vocabulary and some variation in taught language structures, but still expressed one at a time, to direct, influence and manage their or another's actions (20 A 4)	• messages using familiar vocabulary and taught language structures, expressed in a sequence, to direct, influence and manage their or another's actions (30 A 4)

For a list of possible functions by category, see pages 7 to 9.

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	10-3Y	20-3Y	30-3Y
Imaginative function	• concrete messages using a limited range of known vocabulary and taught language structures for simple aesthetic or imaginative purposes in relation to familiar topics (10 A 5)	• messages using known vocabulary and taught language structures for simple aesthetic or imaginative purposes in relation to familiar topics (20 A 5)	• messages using a variety of known vocabulary and taught language structures for aesthetic or imaginative purposes in relation to familiar topics (30 A 5)

**For a list of possible functions by category, see pages 7 to 9.*

STRATEGIES FOR COMMUNICATION

Students will …

	10-3Y	20-3Y	30-3Y
Comprehension strategies	⬳ identify and develop, with guidance, the use of a variety of listening and reading comprehension strategies to facilitate and enhance understanding in French (10 A 6)	⬳ select and use, with guidance, a variety of listening and reading strategies to facilitate and enhance understanding in French (20 A 6)	⬳ select and use, independently, a variety of listening and reading strategies to aid comprehension (30 A 6)
Production strategies	⬳ identify and develop, with guidance, the use of a variety of speaking and writing strategies to support the expression of their messages in French (10 A 7)	⬳ select and use, with guidance, a variety of speaking and writing strategies to support the expression of messages (20 A 7)	⬳ select and use, independently, a variety of speaking and writing strategies to support the expression of messages (30 A 7)
Metacognitive strategies	⬳ monitor and reflect on their communicative abilities, with guidance (10 A 8) ⬳ reflect on their strengths and challenges as language learners, with guidance (10 A 9)	⬳ monitor and reflect on their communicative abilities, with some guidance (20 A 8) ⬳ reflect on their strengths and challenges as language learners, with some guidance (20 A 9)	⬳ monitor and reflect on their communicative abilities independently (30 A 8) ⬳ reflect on their strengths and challenges as language learners independently (30 A 9)

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General Outcome for REPERTOIRE

Students will use their knowledge of familiar French language structures, as well as cultural and intercultural knowledge and interpersonal skills, to understand and express messages effectively and in context.

Specific Outcomes for:

R 1 – VOCABULARY

Students will, orally or in written form . . .

	10-3Y	20-3Y	30-3Y
Word knowledge	• understand and use taught French words, phrases, expressions and interjections related to familiar contexts and language experiences, in modelled, structured and guided situations (10 R 1.1)	• understand and use a variety of French words, phrases, expressions and interjections related to familiar contexts and language experiences, in modelled, structured and guided situations (20 R 1.1)	• understand and use a variety of French words, phrases, expressions and interjections related to familiar contexts and language experiences, in modelled, structured, guided and sometimes nonguided situations (30 R 1.1)
Language awareness	• understand and identify similarities in French and English words in terms of cognates and as a means of developing vocabulary (10 R 1.2a)	• recognize similarities and differences between French and English words in terms of cognates and *faux amis* (20 R 1.2a)	• understand and identify common French homophones (e.g., *mère* and *mer*) that could interfere with understanding (30 R 1.2a)
	• recognize that certain words or expressions cannot be directly translated from French into English and vice versa (10 R 1.2b)	• recognize that certain words or expressions cannot be directly translated from French into English and vice versa (20 R 1.2b)	• recognize that certain words or expressions cannot be directly translated from French into English and vice versa (30 R 1.2b)
	• recognize that French and English are in constant evolution, particularly in regard to words adopted from other languages (10 R 1.2c)	• recognize that the French language is in constant evolution by identifying examples of adopted words from other languages, including from Canada's Aboriginal languages (20 R 1.2c)	• recognize that the evolution of the French language is influenced by changes in other cultural domains, such as food preparation, dance, fashion and world politics, by identifying words that have come into the French language from these domains (30 R 1.2c)

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	10-3Y	20-3Y	30-3Y
Pronunciation	• pronounce familiar words correctly by associating sounds and symbols (10 R 1.3a)	• use correct pronunciation for familiar words and approximate correct pronunciation for unfamiliar words using knowledge of sound–symbol associations (20 R 1.3a)	• use correct pronunciation for familiar words and approximate correct pronunciation of unfamiliar words using knowledge of sound–symbol associations (30 R 1.3a)
	• understand the concept of *liaison* (10 R 1.3b)	• use *liaison* appropriately with familiar words and in appropriate contexts (20 R 1.3b)	• use *liaison* appropriately with familiar words and in appropriate contexts (30 R 1.3b)
Orthography	• develop knowledge of sound–symbol correspondences to spell familiar vocabulary correctly (10 R 1.4)	• apply knowledge of sound–symbol correspondences to spell familiar vocabulary correctly (20 R 1.4)	• apply knowledge of sound–symbol correspondences to spell familiar vocabulary correctly and approximate spelling of unfamiliar words (30 R 1.4)

STRATEGIES TO SUPPORT VOCABULARY DEVELOPMENT

Students will …

	10-3Y	20-3Y	30-3Y
Vocabulary development	⬳ identify and develop, with guidance, strategies to aid in the development of vocabulary (10 R 1.5)	⬳ select and use, with guidance, a variety of strategies to aid in the development of vocabulary (20 R 1.5)	⬳ select and use, independently, strategies to aid in the development of vocabulary (30 R 1.5)
Metacognitive strategies	⬳ monitor and reflect on their vocabulary development, with guidance (10 R 1.6)	⬳ monitor and reflect on their vocabulary development, with some guidance (20 R 1.6)	⬳ monitor and reflect on their vocabulary development independently (30 R 1.6)

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Specific Outcomes for:

R 2 – LANGUAGE STRUCTURES AND DISCOURSE DEVELOPMENT

Students will, orally or in written form, …

	10-3Y	20-3Y	30-3Y
Nouns, determiners and agreement with gender and number	• understand the concept of gender and number in French (10 R 2.1a) • understand that there are a variety of determiners in French, i.e., *déterminant défini, indéfini, possessif, exclamatif, partitif, contracté* (10 R 2.1b) • understand the concept of agreement between gender of nouns and determiners (10 R 2.1c)	• apply the concept of gender to familiar nouns appropriately (20 R 2.1a) • apply the concept of number appropriately (20 R 2.1b) • apply the concept of agreement appropriately (20 R 2.1c)	• apply the concepts of gender, number and agreement to familiar nouns appropriately and consistently (30 R 2.1a)
	• understand the role of the following determiners and use them in modelled, highly-structured and guided situations: – *déterminants définis (le, la, l', les)* and *indéfinis (un, une, des)* (10 R 2.1d) – *déterminants possessifs*, i.e., *mon, ma, mes, ton, ta, tes, son, sa, ses, notre, nos, votre, vos, leur, leurs* (10 R 2.1e) – *déterminants exclamatifs*, i.e., *quel, quelle, quels, quelles* (10 R 2.1f) – *déterminants partitifs*, i.e., *du, de la, de l'* and *des* (10 R 2.1g) – *déterminants contractés*, i.e., the contractions of *à* and *de* + *déterminant défini*, i.e., *au, à la, à l'* and *aux* / *du, de la, de l'* and *des* (10 R 2.1h)	• use the following determiners in modelled, structured and guided situations: – *déterminants définis* and *indéfinis* (20 R 2.1d) – *déterminants possessifs* (20 R 2.1e) – *déterminants exclamatifs* (20 R 2.1f) – *déterminants partitifs* (20 R 2.1g) – *déterminants contractés* (20 R 2.1h)	• use the following determiners in modelled, structured, guided and sometimes nonguided situations: – *déterminants définis* and *indéfinis* (30 R 2.1b) – *déterminants possessifs* (30 R 2.1e) – *déterminants exclamatifs* (30 R 2.1d) – *déterminants partitifs* (30 R 2.1e) – *déterminants contractés* (30 R 2.1f)

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	10-3Y	20-3Y	30-3Y
Pronouns	• understand the concept of pronoun replacements in French (10 R 2.2a) • understand that there are a variety of pronouns in French, i.e., *pronoms personnels sujets, pronoms compléments indirects, pronoms compléments directs, pronoms relatifs* (10 R 2.2b) • understand and use *les pronoms personnels sujets* : *je, tu, il, elle, on, nous, vous, ils, elles* in modelled, structured and guided situations (10 R 2.2c)	• use *les pronoms personnels sujets* in structured, guided and nonguided situations appropriately (20 R 2.2a) • understand the concept of *les pronoms compléments directs* and *indirects* in the present tense in modelled, structured and guided situations (20 R 2.2b) • understand the use of the *pronoms relatifs qui* and *que* (20 R 2.2c)	• use *les pronoms personnels sujets* in structured, guided and nonguided situations appropriately (30 R 2.2a) • use *les pronoms compléments directs* and *indirects* in modelled, highly-structured and guided situations in the present tense (30 R 2.2b) • use the *pronoms relatifs qui* and *que* in modelled, highly-structured and guided situations mostly in the present tense and sometimes in the past tense (30 R 2.2c)
Possessive structure *de*	• understand that *de* is used to indicate ownership (e.g., *C'est le livre de Paul. Ce sont les travaux des élèves.*) (10 R 2.3a) • use the possessive structure *de* in modelled, highly-structured and guided situations (10 R 2.3b)	• use the possessive *de* to indicate ownership in modelled, structured and guided situations (20 R 2.3a)	• use the possessive *de* to indicate ownership in nonguided situations (30 R 2.3a)
Questions	• understand the formulation of questions with intonation, *Est-ce que*, inversion and *les marqueurs interrogatifs* : *Quel, Qui, Que, Combien, Comment, Quand, Pourquoi, Où* (10 R 2.4a) • ask questions in modelled, structured, guided situations using knowledge of question formations (10 R 2.4b)	• ask questions, using knowledge of question formations, in modelled, structured and guided situations (20 R 2.4a)	• ask a variety of questions, using knowledge of question formation, in modelled, structured, guided and nonguided situations (30 R 2.4a)

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	10-3Y	20-3Y	30-3Y
Verbs (present tense)	• understand the concept of subject and verb agreement in French (10 R 2.5a) • understand the concept of conjugation patterns in French (10 R 2.5b) • understand the concept of verb groupings and the corresponding conjugation patterns of regular verbs in the present tense (10 R 2.5c) • apply knowledge of conjugation patterns in the present tense with frequently-used regular verbs in modelled, guided and highly-structured situations (10 R 2.5d)	• apply knowledge of conjugation patterns in the present tense with frequently-used regular verbs in modelled, structured and guided situations (20 R 2.5a)	• apply knowledge of conjugation patterns in the present tense with frequently-used regular verbs in structured, guided and sometimes in nonguided situations (30 R 2.5a)
	• understand that there are irregular verbs in French (10 R 2.5e) • apply knowledge of conjugation patterns of irregular verbs in the present tense in modelled, highly-structured and guided situations (10 R 2.5f)	• apply knowledge of conjugation patterns of irregular verbs in the present tense in modelled, structured and guided situations (20 R 2.5b)	• apply knowledge of conjugation patterns of irregular verbs in the present tense in structured, guided and sometimes in nonguided situations (30 R 2.5b)
	• understand the concept of a conjugated auxiliary verb (e.g., *pouvoir*, *vouloir*, *devoir*, *aller*, *aimer*, *préférer*) + infinitive (10 R 2.5g) • apply knowledge of conjugated auxiliary verbs + infinitive in the present tense in modelled, highly-structured and guided situations (10 R 2.5h)	• apply knowledge of conjugated auxiliary verbs + infinitive in the present tense in modelled, structured and guided situations (20 R 2.5c) • understand the concept of verbs followed by a preposition (*à* or *de*) + infinitive and used in modelled, structured and guided situations (e.g., *commencer à*, *continuer à*, *réussir à*, *essayer de*, *finir de*, *oublier de*) (20 R 2.5d)	• apply knowledge of conjugated auxiliary verbs + infinitive in the present tense in guided and sometimes in nonguided situations (30 R 2.5c) • apply knowledge of verbs followed by a preposition (*à* or *de*) + infinitive in modelled, structured and guided situations (30 R 2.5d)
		• understand the concept of pronominal verbs and their formation in the present tense (e.g., *s'acheter*, *se faire*, *se sentir*) (20 R 2.5e) • apply knowledge of pronominal verb formation with frequently-used verbs in modelled, highly-structured and guided situations in the present tense (20 R 2.5f)	• apply knowledge of pronominal verb formation with frequently-used verbs in modelled, structured and guided situations in the present tense (30 R 2.5e)

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	10-3Y	20-3Y	30-3Y
Verbs (future tenses)	• understand the concept of *aller* + infinitive (*le futur proche*) to express an action that is to occur in the immediate future (10 R 2.6a) • use knowledge of *le futur proche* in modelled, highly-structured and guided situations (10 R 2.6b)	• apply knowledge of *le futur proche* in modelled, structured and guided situations (20 R 2.6a)	• apply knowledge of *le futur proche* in structured, guided and nonguided situations (30 R 2.6a) • understand the concept of *le futur simple* and apply this knowledge to frequently-used verbs including *aller, avoir, être* and *faire*, e.g., *j'irai, tu auras, il sera, elle fera* in modelled, highly-structured and guided situations (30 R 2.6b)
Verbs (past tenses)	• understand and use the verbal expression *Je viens de* + infinitive to express a recently completed past action in modelled, highly-structured and guided situations (10 R 2.7a)	• understand and apply knowledge of *venir de* + infinitive (*le passé récent*) to express a recently completed past action in modelled, structured and guided situations (20 R 2.7a) • understand the meaning and formation of *le passé composé* for frequently-used regular verbs, including those that take *être* (20 R 2.7b) • apply knowledge of the formation of *le passé composé* for frequently-used regular verbs in modelled, highly-structured and guided situations (20 R 2.7c)	• apply knowledge of *venir de* + infinitive (*le passé récent*) to express a recently completed past action in modelled, structured, guided and sometimes nonguided situations (30 R 2.7a) • apply knowledge of the formation of *le passé composé* for frequently-used regular verbs in structured and guided situations (30 R 2.7b) • understand the meaning and formation of *l'imparfait* with frequently-used verbs including *être, avoir* and *faire* (30 R 2.7c) • apply knowledge of *l'imparfait* for frequently-used verbs in modelled, structured and guided situations (30 R 2.7d)
Verbs (directive function)	• understand and use simple commands related to classroom interactions (e.g., *Lève-toi! Asseyez-vous! Ouvrez vos cahiers! Prends ton stylo!*) and some shopping needs (e.g., *Achète cette blouse! Prends ce modèle!*) in modelled, highly-structured and guided situations (10 R 2.8a)	• understand the formation of the imperative mode with frequently-used verbs (20 R 2.8a) • apply knowledge of the imperative mode formation in modelled, highly-structured and guided situations (20 R 2.8b)	• apply knowledge of the imperative mode formation in structured, guided and sometimes nonguided situations (30 R 2.8a)

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	10-3Y	20-3Y	30-3Y
	• understand the use of expressions such as *je te suggère de, je vous recommande de* + infinitive and apply this knowledge in modelled, highly-structured and guided situations (10 R 2.8b)	• understand the use of expressions such as *il faut, il est nécessaire de, je te suggère de, je vous recommande de* + infinitive and apply this knowledge in modelled, structured and guided situations (20 R 2.8c)	• continue to use expressions such as *il faut, il est nécessaire de, je te suggère de, je vous recommande de* + infinitive in structured, guided and sometimes nonguided situations (30 R 2.8b) • understand the use of infinitives to suggest or direct actions (30 R 2.8c) • use infinitives to direct a series of actions in modelled, structured and guided situations (30 R 2.8d)
Verbs (conditional)	• understand that the conditional can be used to express a need or desire in a polite way (10 R 2.9a) • use the conditional expressions *j'aimerais, je voudrais* and *pourrais-tu* in modelled, highly-structured and guided situations (10 R 2.9b)	• use the conditional expressions *j'aimerais, je voudrais* and *pourrais-tu* in modelled, structured and guided situation (20 R 2.9a)	• understand the formation of the conditional with frequently-used verbs (30 R 2.9a) • apply knowledge of formation of *le conditionnel* with frequently-used verbs in modelled, structured and guided situations (30 R 2.9b)
Verbal expressions	• understand and use the verbal expression *je suis en train de…* + infinitive to express an action in progression in modelled, highly-structured and guided situations in the present tense (10 R 2.10a)	• understand and use the verbal expression *être en train de* + infinitive to express a present action in modelled, structured and guided situations in the present tense (20 R 2.10a)	• use the verbal expression *être en train de* + infinitive in structured, guided and nonguided situations in the present tense (30 R 2.10a)
	• understand and use verbs with prepositional phrases, e.g., *jouer à…, jouer de…, faire de…* in modelled, highly-structured and guided situations in the present tense (10 R 2.10b)	• use verbs with prepositional phrases, e.g., *jouer à…, jouer de…, faire de…* in modelled, structured and guided situations in the present tense (20 R 2.10b)	• use verbs with prepositional phrases, e.g., *jouer à…, jouer de…, faire de…* in modelled, structured, guided and nonguided situations in the present tense and sometimes in the past (30 R 2.10b)
	• understand and use the following verbal locutionary expressions with *avoir*, e.g., *elle a… ans, j'ai besoin de…*; and *faire*, e.g., *il fait beau*, in modelled, highly-structured and guided situations in the present tense (10 R 2.10c)	• understand and use the following verbal locutionary expressions: *parler à/de…, avoir envie de…, avoir peur de…, avoir faim, avoir soif, avoir mal, avoir lieu, se faire de…* in modelled, highly-structured and guided situations in the present tense (20 R 2.10c)	• use the following verbal locutionary expressions: *parler à/de…, avoir envie de…, avoir peur de…, avoir faim, avoir soif, avoir mal, avoir lieu, se faire de…* in modelled, structured, guided and nonguided situations in the present tense and sometimes in the past (30 R 2.10d)

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	10-3Y	20-3Y	30-3Y
	• understand and use the verb expressions *c'est* and *il y a* in modelled, highly-structured and guided situations in the present tense (10 R 2.10d)	• use the verb expressions *c'est* and *il y a* in structured and guided situations in the present tense (20 R 2.10d)	• use the verb expressions *c'est* and *il y a* in modelled, structured, guided and nonguided situations in the present tense and sometimes with *l'imparfait* (30 R 2.10e)
			• understand and use certain verbs with the following prepositions *choisir de…*, *opter pour…*, *commencer par…*, *remercier de…* in modelled, highly-structured and guided situations in the present tense (30 R 2.10c)
Negation	• understand the formation and use of negative expressions involving *ne… pas, ne… jamais, ne… rien* in modelled, highly-structured and guided situations in the present tense (10 R 2.11a)	• use the negative expressions *ne… pas, ne… jamais, ne… rien* in modelled, structured and guided situations in the present tense (20 R 2.11a)	• understand and use the negative expressions *ne… pas, ne… jamais, ne… rien* in modelled, structured and guided and some times nonguided situations in the present and past tenses (30 R 2.11a)
		• understand how to use negative expressions with *le passé composé* and apply knowledge of this formation in modelled, structured and guided situations (20 R 2.11b)	
Adjectives	• understand the concept of agreement of adjectives with the gender of nouns (10 R 2.12a) • understand the placement of commonly-used adjectives (10 R 2.12b) • understand gender and number agreement rules for adjectives, e.g., *petit/e, grand/e, joli/e, beau/belle, cher/chère, bleu/bleus* (10 R 2.12c) • use knowledge of gender, agreement and placement of adjectives in modelled, highly-structured and guided situations (10 R 2.12d)	• use knowledge of gender, agreement and placement of adjectives in modelled, structured and guided situations (20 R 2.12a)	• use knowledge of gender, agreement and placement of familiar adjectives in structured, guided and sometimes nonguided situations (30 R 2.12a)
		• understand the concept and formulation of the comparative and superlative forms with commonly-used adjectives in modelled, highly-structured and guided situations (20 R 2.12b)	• understand the concept and formulation of the comparative and superlative forms with commonly-used adjectives (30 R 2.12b) • use knowledge of the comparative and superlative forms with commonly-used adjectives in modelled, structured and guided situations (30 R 2.12c)

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	10-3Y	20-3Y	30-3Y
Prepositions and adverbs and related expressions	• understand and use select prepositions and prepositional phrases of location, e.g., *sur*, *sous*, *dans*, *devant*, *derrière*, *à côté de...*, *à gauche de...*, *à droite de...*, *au centre de...* in modelled, highly-structured and guided situations (10 R 2.13a)	• use knowledge of select prepositions, prepositional phrases and adverbs of location, e.g., *ici*, *là-bas*, *autour de...*, *au-dessus de...*, *au-dessous de...* in modelled, structured and guided situations (20 R 2.13a)	• use knowledge of select prepositions, prepositional phrases and adverbs of location in modelled, structured, guided and nonguided situations (30 R 2.13a)
			• understand and use prepositions used with geographical locations, e.g., *au Canada*, *aux États-Unis*, *en France* in modelled, highly-structured and guided situations (30 R 2.13b)
	• understand that in French there are a variety of adverbs and understand their usual placement (10 R 2.13b) • understand and use select adverbs of time, e.g., *avant*, *après*, *demain*, *aujourd'hui* in modelled, highly-structured and guided situations (10 R 2.13c)	• use select adverbs of time in modelled, structured and guided situations (20 R 2.13b)	• use select adverbs of time in modelled, structured, guided and sometimes nonguided situations (30 R 2.13c)
	• understand and use select adverbs of manner, e.g., *bien*, *fort*, *lentement* in modelled, highly-structured and guided situations (10 R 2.13d)	• use select adverbs of manner in modelled, structured and guided situations (20 R 2.13c)	• use select adverbs of manner in modelled, structured, guided and sometimes nonguided situations (30 R 2.13d)
	• understand and use select adverbs of quantity, e.g., *assez*, *beaucoup*, *très*, *un paquet de*, *un peu de*, *une boîte de* in modelled, highly-structured and guided situations (10 R 2.13e)	• use select adverbs of quantity in modelled, structured and guided situations (20 R2.13d)	• use select adverbs of quantity in modelled, structured guided and sometimes nonguided situations (30 R 2.13e)
		• understand and use select adverbs of affirmation, e.g., *certainement*, *vraiment*; and of probability, e.g., *peut-être*, *probablement* in modelled, highly-structured and guided situations (10 R 2.13e)	• understand and use select adverbs of affirmation and of probability in modelled, structured and guided situations (30 R 2.13f)
Sentence patterns	• recognize the difference between an affirmative and a negative statement (10 R 2.14a) • recognize the difference between a statement and a question (10 R 2.14b)	• apply knowledge of affirmative and negative sentence patterns to express their own messages, based on the context, in guided situations (20 R 2.14a)	• apply knowledge of affirmative and negative sentence patterns to express their own messages, based on the context, in guided and nonguided situations (30 R 2.14a)

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	10-3Y	20-3Y	30-3Y
	• recognize the variety of question patterns used, including rising intonation, inversion, *n'est-ce pas?*, *Est-ce que...* and the use of *les marqueurs interrogatifs* (10 R 2.14c)	• apply knowledge of question patterns to formulate their own questions based on the context (20 R 2.14b)	• apply knowledge of question patterns to formulate their own questions based on the context in guided and nonguided situations (30 R 2.14b)
Patterns for interaction	• understand and use common interaction patterns for question/answer; offer/acceptance; statement/agreement or disagreement in familiar social situations (10 R 2.15)	• understand and use a repertoire of common social interaction patterns for a wider number of familiar social situations (20 R 2.15)	• understand and use a repertoire of common social interaction patterns for a wide range of social interactions (30 R 2.15)
Prosodic patterns	• understand how intonation, stress and rhythm are used in French to comprehend and express messages (10 R 2.16)	• understand and use knowledge of intonation, stress and rhythm appropriately in familiar situations (20 R 2.16)	• understand and use knowledge of intonation, stress and rhythm appropriately in familiar situations (30 R 2.16)
Discourse markers and conjunctions	• understand and use common conjunctions, i.e., *et*, *mais*, *parce que* to link more than one idea within a sentence using familiar vocabulary and commonly-used sentence patterns in modelled, highly-structured and guided situations (10 R 2.17)	• understand and use common conjunctions and discourse markers to link more than one idea in a sentence and to link a series of sentences using familiar vocabulary and commonly-used sentence patterns in modelled, structured and guided situations (20 R 2.17)	• understand and use common conjunctions and discourse markers to link more than one idea in a sentence and to link a series of sentences using familiar vocabulary and sentence patterns in modelled, structured, guided and sometimes nonguided situations (30 R 2.17)
Word and sentence order	• understand the concept of word order at the phrase and simple or compound sentence level using familiar vocabulary and commonly-used sentence patterns (10 R 2.18a) • apply knowledge of word order at the phrase and simple or compound sentence level using familiar vocabulary and commonly-used sentence patterns in modelled, highly-structured and guided situations (10 R 2.18b)	• apply knowledge of word order at the phrase and simple or compound sentence level using familiar vocabulary and commonly-used sentence patterns in modelled, structured and guided situations (20 R 2.18a)	• apply knowledge of word order at the phrase and simple and/or compound sentence level in modelled, structured, guided and sometimes nonguided situations (30 R 2.18a) • understand how a sentence can be made into a complex sentence using *les pronoms relatifs qui* and *que* (30 R 2.18b) • apply knowledge of complex sentences in modelled, highly-structured and guided situations (30 R 2.18c)

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General Strategies to Support Language Learning

Students will, orally or in written form, …

	10-3Y	20-3Y	30-3Y
Language learning strategies	– identify and develop, with guidance, strategies to aid in the development of a repertoire of language structures (10 R 2.19)	– select and use, with guidance, a variety of strategies to aid in the development of a repertoire of language structures (20 R 2.19)	– select and use, independently, a variety of strategies to aid in the development of a repertoire of language structures (30 R 2.19)
Metacognitive strategies	– monitor and reflect on their language development, with guidance (10 R 2.20)	– monitor and reflect on their language development, with some guidance (20 R 2.20)	– monitor and reflect on their language development, with little or no guidance (30 R 2.20)

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Specific Outcomes for:

R 3 – SOCIOCULTURAL INTERACTIONS AND SOCIOLINGUISTIC AWARENESS

Students will, orally or in written form, …

	10-3Y	20-3Y	30-3Y
Social conventions	• recognize social conventions used by Francophone speakers when interacting with others in familiar situations, e.g., conventions related to punctuality, greetings, leave-takings, social space, gestures (10 R 3.1)	• recognize social conventions used by Francophone speakers when interacting with others in specific situations, e.g., acknowledging receipt of a gift, expressing sympathy, requesting assistance (20 R 3.1)	• recognize social conventions used by Francophone speakers when interacting with others in specific situations, e.g., requesting information in a letter, handshaking, expressing gratitude or congratulations (30 R 3.1)
Register	• distinguish, with guidance, between formal and informal language related to familiar contexts and language experiences (10 R 3.2)	• understand and use appropriate formal and informal language in modelled, structured and guided situations (20 R 3.2)	• understand and use appropriate formal and informal language in modelled, structured, guided and sometimes nonguided situations (30 R 3.2)
Language variations	• recognize, with guidance, that there are different regional accents and language variants used in French (10 R 3.3)	• recognize, with guidance, different regional accents and language variants used in French (20 R 3.3)	• recognize, with little guidance, different regional accents and language variants used in French (30 R 3.3)
Written conventions	• become aware of the fact that French punctuation and capitalization conventions differ from English (10 R 3.4a) • identify, with guidance, differences in conventions for punctuation, capitalization, dates and abbreviations in familiar and highly-structured situations (10 R 3.4b)	• apply appropriate French-language writing conventions related to punctuation, capitalization, dates and abbreviations in familiar and structured situations (20 R3.4a)	• apply appropriate French-language writing conventions related to punctuation, capitalization, dates and abbreviations consistently in familiar and structured situations (30 R3.4a)

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General Strategies to Support Sociocultural Interactions and Sociolinguistic Awareness

Students will, orally or in written form, …

	10-3Y	20-3Y	30-3Y
Strategy Use	– identify and develop, with guidance, strategies to aid in the awareness and development of interpersonal and intercultural skills (10 R 3.5a) – identify and develop, with guidance, strategies to acquire sociolinguistic knowledge (10 R 3.5b) – demonstrate courtesy and respect when interacting with others, while contributing and collaborating in a social setting (10 R 3.5c)	– select and use, with guidance, strategies to aid in the awareness and development of interpersonal and intercultural skills (20 R 3.5a) – select and use, with guidance, strategies to acquire sociolinguistic knowledge (20 R 3.5b) – demonstrate courtesy and respect when interacting with others, while contributing and collaborating in a social setting (20 R 3.5c)	– select and use, independently, a variety of strategies to aid in the awareness and development of interpersonal and intercultural skills (30 R 3.5a) – select and use, independently, strategies to acquire sociolinguistic knowledge (30 R 3.5b) – demonstrate courtesy and respect when interacting with others, while contributing and collaborating in a social setting (30 R 3.5c)

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Specific Outcomes for:

R 4 – CULTURAL KNOWLEDGE

Students will, orally or in written form, …

	10-3Y	20-3Y	30-3Y
Accessing and sharing factual knowledge	• identify, with guidance, where French is spoken within Alberta and Canada (10 R 4.1a)	• research and identify, in French, regions where French is spoken outside of Canada (20 R 4.1a)	• research and identify, in French, regions where French is spoken outside of Canada (30 R 4.1a)
	• define, with guidance, what the term *la francophonie* means (10 R 4.1b)	• continue to define, with guidance, the notion of *la francophonie* (20 R 4.1b)	• share a personal understanding of what *la francophonie* means to them (30 R 4.1b)
	• identify and share, mostly in English, factual knowledge of interest to them concerning Francophones in Alberta (10 R 4.1c)	• identify and share, mostly in English, factual knowledge of interest to them about Francophones within Canada (20 R 4.1c)	• identify and share, mostly in French, factual knowledge of interest to them about Francophones living outside of Canada (30 R 4.1c)
	• identify, with guidance, Francophone or French-speaking men and women who have had an impact on an aspect of life in Alberta. (10 R 4.1d)	• identify, with guidance, Francophone or French-speaking men and women who have had an impact on an aspect of life in Canada (20 R 4.1d)	• identify, with guidance, Francophone or French-speaking men and women who have had an impact on an aspect of life in French-speaking regions outside of Canada (30 R 4.1d)
	• compare and contrast, in English, some practices of everyday living in certain Francophone regions of interest to students. (10 R 4.1e)	• compare and contrast, mainly in English, some practices of everyday living in certain Francophone regions of interest to students (20 R 4.1e)	• compare and contrast, mainly in French but sometimes in English, some practices of everyday living in certain Francophone regions of interest to students (30 R 4.1e)
	• identify, with guidance, aspects of popular culture of the Francophone world that have influenced other cultures (10 R 4.1f)	• research and identify aspects of popular culture in the Francophone world that have influenced other cultures (20 R 4.1f)	• research and identify aspects of the arts and popular culture of the Francophone world that have influenced other cultures (30 R 4.1f)

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General Strategies to support Accessing and Sharing Information

Students will, orally or in written form, …

	10-3Y	20-3Y	30-3Y
Accessing and sharing information strategies	⁃ identify and develop, with guidance, strategies used for locating, accessing and comprehending information in French, including those strategies related to the use of information and communication technologies (10 R 4.2a) ⁃ identify and develop, with guidance, strategies for compiling, presenting and sharing information, including those strategies related to the use of information and communication technologies (10 R 4.2b)	⁃ select and use, with guidance, strategies for locating, accessing and comprehending information in French, including those strategies related to the use of information and communication technologies (20 R 4.2a) ⁃ select and use, with guidance, strategies for compiling, presenting and sharing information, including those strategies related to the use of information and communication technologies (10 R 4.2b)	⁃ select and use, independently, a variety of strategies used for locating, accessing and comprehending information in French, including those strategies related to the use of information and communication technologies (30 R 4.2a) ⁃ select and use, independently, a variety of strategies for compiling, presenting and sharing information, including those strategies related to the use of information and communication technologies (30 R 4.2b)
Metacognitive strategies	⁃ monitor and reflect, with guidance, on their ability to access and share cultural information (10 R 4.2c)	⁃ monitor and reflect, with some guidance, on their ability to access and share cultural information (20 R 4.2c)	⁃ monitor and reflect, independently, on their ability to access and share cultural information (30 R 4.2c)

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APPENDIX – Suggested Language Learning Strategies

Strategies for Communication

Comprehension Strategies

Planning for understanding of an audio or written text	
	⌐ making predictions about the oral or written text about to be encountered ⌐ determining specific purpose(s) in advance and listening/reading/viewing selectively by attending to specific aspects only ⌐ preparing an advance organizer or list of questions prior to encountering the oral or written text ⌐ drawing on previous experiences and prior knowledge to make inferences about the text ⌐ using guessing to anticipate what might be heard or read
Understanding during the listening to or reading of a text	
using cues to infer probable word meaning	⌐ inferring probable meanings of unknown words or expressions by making use of cues inherent in the oral or written text, including context, intonation, key words, sound–symbol correspondences, prefixes, suffixes, root words, conjugation patterns and other language structures ⌐ using word markers, e.g., prefixes, suffixes, determiners, prepositions, conjunctions, time words, conjugation patterns, etc. as comprehension clues
using textual relationships	⌐ making inferences about the connections within textual components by using cues such as discourse markers, knowledge of text structure (e.g., beginning, middle, end) and knowledge of text types to facilitate understanding
using visual supports	⌐ referring to illustrations, charts, gestures or other visual supports presented to derive or facilitate meaning
making visual supports	⌐ generating sketches, tables, or graphic organizers as an oral or written text is encountered to assist in building understanding
seeking assistance of others	⌐ identifying when unable to comprehend an oral or written text and then seeking assistance of others by asking questions
seeking assistance from resources	⌐ making use of appropriate reference materials, e.g., charts, lists, dictionaries to facilitate comprehension of an oral or written text
skimming ahead	⌐ in the case of a written text, skimming ahead of the section giving difficulties to assess whether later sections provide comprehension support

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Metacognitive Strategies to Support Comprehension	
reflecting on predictions	– revisiting predictions made when planning for comprehension and determining how accurate they were
being aware of one's learning	– consciously identifying what one knows about the topic being listened to or being read – keeping track of successful use of strategies during a listening or reading task
self-monitoring	– focusing attention on the listening or reading task – focusing attention on what is known and ignoring what is unknown – determining level of anxiety in relation to the task – keeping oneself motivated prior to commencing the task, during and upon completion of the task – using self-talk to build confidence when listening to or reading an unknown text
reflecting on learning	– setting learning goals for a listening or reading task – evaluating what worked or did not work in understanding an oral or written text – self-assessing one's use of listening and/or reading strategies

Production Strategies

Planning in advance for spoken or written expression	
planning for oral or written expression activities	– determining the purpose of the task to be carried out, taking note of key words in instructions provided, if applicable – dividing the task into subtasks – analyzing models to support the creation of a new oral or written text
planning for oral interactions	– recalling and rehearsing an appropriate set of phrases from the repertoire – role-playing in advance if applicable – recording oneself and playing back to compare with a model, where appropriate
During oral or written expression activities	
collaborating with others	– collaborating with others to brainstorm and communicate messages – collaborating with others to practise or review oral or written messages
seeking assistance from others	– identifying any difficulties, then seeking assistance from others – seeking confirmation that one's expression of language is being understood. If not successful, starting again, using different tactics

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seeking assistance from resources	▪ identifying any difficulties, then using appropriate reference materials; e.g., word posters, charts, lists, personal or other dictionaries ▪ verifying the quality of the oral or written expression using appropriate reference materials; e.g., word posters, charts, lists, personal or other dictionaries
monitoring and repair	▪ listening to oneself or rereading a personal written text and making adjustments to the message
using models of text forms	▪ copying or imitating words, expressions, sentence patterns or text structures from other media that can serve as models
using alternative forms of oral or written expression	▪ finding an alternative means of expressing an oral or written message in order to sustain the communication, such as rephrasing or using circumlocution, definitions, gestures or drawings ▪ using alternative forms to represent a message; e.g., outlines, point form notes, charts, graphs, dialogue, sentences, multimedia
self-editing	▪ using knowledge of sentence patterns and rules of grammar to form new sentences ▪ comparing written work with models to make edits for accuracy in sentence structure, spelling and punctuation ▪ revising and correcting the final version of a text

During oral interactions

seeking clarification	▪ indicating when unable to follow an oral interaction, either nonverbally or verbally by asking for repetition or clarification using expressions such as *Pardon? Pouvez-vous répéter, s'il vous plaît?*

Metacognitive Strategies to Support Oral or Written Expression

being aware of one's learning	▪ consciously identifying what one knows about the topic that one is going to speak on or write about ▪ keeping track of successful use of strategies during a spoken or written task
self-monitoring	▪ focusing attention on the spoken or written task ▪ focusing attention on what is known and ignoring what is unknown ▪ determining level of anxiety in relation to the task ▪ keeping oneself motivated prior to commencing the task, during and upon completion of the task ▪ using self-talk to build confidence while speaking or writing ▪ monitoring speech and writing to check for persistent errors ▪ identifying a plan to address them in the future
managing and assessing one's own learning	▪ setting goals for future tasks related to spoken or written expression ▪ setting purposes for the interaction with someone and reflecting on the degree to which these purposes were attained ▪ assessing one's performance after completing the task ▪ assessing how well one applied strategies during an oral interaction, an oral activity or a written activity or task

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Strategies for Vocabulary Development

For learning, retaining and recalling vocabulary	
for acquiring new vocabulary	⌐ repeating new words, phrases or expressions silently or out loud ⌐ making and using personal dictionaries, word cards, or word lists ⌐ identifying unknown words or expressions and writing them down, noting their context and function ⌐ placing new words or expressions within a meaningful context ⌐ studying root words, prefixes and suffixes to find patterns and relationships in order to ascertain meaning ⌐ grouping words or phrases in various ways in order to internalize them ⌐ associating new words or expressions with sounds, mental images, gestures or known words in French or other languages ⌐ using physical actions to internalize new vocabulary ⌐ guessing at or creating new words as a means of expanding vocabulary
for recalling vocabulary items	⌐ making use of available resources, notes, lists and word posters to memorize or expand vocabulary ⌐ finding opportunities to reuse previously acquired vocabulary in new situations ⌐ using physical actions to recall vocabulary ⌐ quizzing oneself frequently as to the meanings and uses of new words and expressions in order to remember them ⌐ practising spelling of new words to remember them
for opportunities to experiment with vocabulary	⌐ repeating new words and phrases as these are used or encountered ⌐ finding opportunities to make use of new words and phrases in other situations as soon as appropriate ⌐ experimenting with various expressions, taking note of their effectiveness and possibilities for reuse later ⌐ recombining new vocabulary with previously-learned vocabulary
for using resources to expand vocabulary understanding and use	⌐ recognizing that some dictionaries contain information in support of vocabulary knowledge, e.g., class, meaning, gender of word, pronunciation conventions, examples of usage ⌐ making use of dictionaries to gather information as required to understand the meaning of new words and understand their use
For improving vocabulary use	
for improving oral vocabulary use	⌐ imitating sounds and intonation patterns out loud or silently ⌐ seeking out ways to discriminate between sounds within words being learned and then using repetition to solidify the acquisition of these sounds
for improving written vocabulary use	⌐ recognizing recurring personal errors related to spelling ⌐ targeting frequently-misspelled words and practising them in order to improve spelling

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Metacognitive Strategies to Support Vocabulary Development	
managing one's own learning	⌐ making choices about vocabulary learning and reflecting on those choices ⌐ making a plan, in advance, about how to approach the learning of vocabulary ⌐ taking responsibility for planning, monitoring and evaluating learning experiences related to vocabulary acquisition ⌐ keeping a record of reflections on learning, e.g., a learning log, portfolio, self-assessment tools

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General Learning Strategies to Support Language Learning, Sociocultural Interactions, Sociolinguistic Awareness and Accessing and Sharing Information

For acquiring knowledge (language, sociolinguistic, cultural)	
for acquiring new knowledge	▫ activating knowledge from the first language to facilitate learning in the second language ▫ repeating the formation of new language structures silently or out loud ▫ using physical actions to internalize new language structures, sociocultural interaction patterns or oral sociolinguistic conventions ▫ making and using personal notes for language concepts, sociocultural interactions, sociolinguistic conventions or cultural information ▫ identifying unknown grammatical structures, sociolinguistic conventions or cultural nuances and writing them down, noting their context and function ▫ placing new knowledge within a meaningful context ▫ creating a mental, oral or written summary of information ▫ creating a mental rule that has personal meaning for language concepts, sociocultural interactions, sociolinguistic conventions or cultural information ▫ finding patterns and relationships in order to ascertain meaning
for opportunities to experiment with new knowledge	▫ recombining new knowledge with previously-learned knowledge ▫ finding opportunities to make use of new knowledge in other situations as soon as appropriate ▫ experimenting with new language structures, sociocultural interactions and sociolinguistic conventions, taking note of their effectiveness and possibilities for reuse later
making own tools	▫ creating mnemonics, visualizations, graphical representations, lists, flash cards, tables as required to help understand and retain language structures and cultural information
For accessing, organizing and sharing knowledge	
accessing information	▫ clarifying the purpose for gathering information ▫ formulating guiding questions ▫ establishing criteria for assessing whether information is reliable and current ▫ using French language search engines to access information related to language structures, sociolinguistic conventions or cultural information
compiling, organizing and sharing information	▫ considering the needs, interests and abilities of the audience when selecting information and preparing presentations ▫ using steps related to prewriting (gathering ideas, researching, planning and organizing the text); writing; revision (rereading, moving and rewriting pieces of text); correction (grammar, spelling, punctuation); and publication (preparing layout, adding visuals)

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	⊢ determining the main ideas, organizing and sequencing these prior to adding detail ⊢ seeking the assistance of peers to confirm that the presentation in draft form is sufficiently clear to a person more distant from the work ⊢ relating ideas or categorizing them according to attributes
explaining to others	⊢ sharing one's understanding of language structures, sociocultural interactions, sociolinguistic or cultural information with others
collaborating with others	⊢ seeking assistance and feedback from others ⊢ providing a peer or a group member with feedback ⊢ working with others to solve problems ⊢ offering encouragement, praise and ideas to others ⊢ contributing successfully to group activities by using and building on one's social interaction skills

Metacognitive Strategies to Support Language Learning, Sociocultural Interactions, Sociolinguistic Awareness and Accessing and Sharing Information

reflecting on one's impact on others	⊢ reflecting on one's statements and actions and their impact on others
reflecting on others' perspectives	⊢ reflecting on similarities and differences between the perspectives of others and one's own
managing and assessing one's own learning	⊢ comparing strategy preferences with those of peers ⊢ understanding and accepting that making mistakes is a natural part of learning ⊢ using positive self-talk to reduce anxiety, promote risk-taking and build encouragement ⊢ providing personal motivation by organizing rewards when successful ⊢ determining how one learns best ⊢ arranging conditions (e.g., desk, position in classroom) to facilitate and optimize learning ⊢ focusing attention on the task ⊢ planning how to accomplish the task ⊢ ensuring the task is completed ⊢ quizzing oneself orally or in writing to assess how well language structures, sociolinguistic and cultural knowledge are being retained and recalled ⊢ periodically assessing one's progress, using checklists for language structures, sociocultural interactions or sociolinguistic conventions addressed so far ⊢ developing self-assessment tools to determine progress

Note: There is no "right or wrong way" to organize language learning strategies and general learning strategies. Different schools of thought use various names and taxonomies for classifying or categorizing these strategies. For the purpose of this program of studies, the above classification system was adopted.

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FRENCH AS A SECOND LANGUAGE 10-9Y, 20-9Y, 30-9Y

INTRODUCTION

In Alberta, French as a Second Language (FSL) refers to a course sequence in which the French language is taught as a subject. Research has demonstrated that a second language is best taught between 30 and 40 minutes a day over the course of the school year to enable students to develop communication skills, linguistic knowledge, cultural understanding, intercultural competence and language learning strategies.

Over the past four decades, the teaching and learning of second languages has seen many changes in approaches as research in language acquisition has evolved. In the 1960s and 1970s, second language programs stressed linguistic competence—the knowledge of grammatical rules governing the language. In the 1980s, second language programs placed more emphasis on communicative competence—the ability to communicate a message. In the 1990s, second language programs emphasized the importance of experiencing language in context and communicating authentic messages at varying levels of language competency.

At the beginning of the 21st century, the FSL course sequence represents the melding of previous approaches that have become the foundation for the current performanced-based curriculum. This type of curriculum delineates the way in which learners demonstrate their acquired communicative, linguistic, cultural, intercultural and strategic competence along a language competency continuum. Students use their life experiences, knowledge, skills and attitudes as a basis for developing their second language communicative abilities for real-life purposes; that is, students comprehend oral and written French, and they express and negotiate meaning, orally and in written form, in French. Since language is embedded in culture, students will also acquire cultural knowledge about various Francophone peoples in order to gain a better understanding of these cultures and their own.

This program of studies has incorporated current knowledge about second language acquisition, curriculum design, performance-based assessment, and teaching and learning experiences in the field. It differs from the 1992 program of studies in that the learner outcomes define more clearly what students are to demonstrate in terms of knowledge, skills and attitudes at each grade level.

This program of studies aims to promote in students:

- a desire to learn French for personal benefit,
- a desire to develop communicative skills in French,
- a willingness to experiment with a second language,
- a willingness to participate in a variety of learning experiences in French,

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- an acceptance and appreciation of French language learning as one of the many subject area experiences in which they engage,
- a recognition that learning French supports and reinforces knowledge and skills acquired in other subject areas,
- the acquisition of learning strategies that are also applicable to English language arts and other subject areas,
- the acquisition of language learning strategies that can be transferred to the acquisition of other languages,
- an awareness that the French language is used outside the classroom as a medium for learning and communication, and
- respect for cultural and linguistic diversity.

RATIONALE

French as a Second Language (FSL) courses provide Alberta students, and Canadian society in general, with definite benefits. By learning French, students gain both personally and academically. Society, in turn, profits from the contribution of citizens who are both bilingual and bicultural.

Student Benefits

Being able to understand and use French is an important aspect of being a Canadian and a global citizen. By learning French, students are able to develop the necessary knowledge, skills and attitudes needed to communicate in a variety of real-life contexts.

French, one of Canada's two official languages, is spoken by more than 250 million people in 33 countries around the world. It is an official language of the European Union, the United Nations and the International Olympic Committee. he ability to understand, speak, read and write French allows students to communicate with French-speaking people around the world, to understand and appreciate the history and evolution of their cultures, to benefit from travel and to develop a competitive advantage in the work force. Further, the learning of French naturally implies the learning of culture and, therefore, allows students to recognize, understand and respect cultural diversity in our society and in others.

The learning of a second language involves risk-taking and tolerating the unknown. As a result, second language learners tend to be more flexible and adaptable to new situations which is an asset in an ever-changing world.

Developing thinking skills and learning strategies is an important part of lifelong learning. By adding a second language to their repertoire of skills and knowledge, students enhance their first language development and their academic skills in general, and develop an understanding of the nature and role of language and culture in their lives. The acquisition of language learning strategies enables them to monitor, direct and transfer their language learning to new situations. Research has shown that students studying a second language perform better in other subject areas, such as mathematics and English language arts.

Societal Benefits

Albertans who are linguistically and culturally competent in French can work toward the promotion of cultural understanding and respect for diversity by breaking down cultural barriers and fostering good will and mutual respect. With increasing access to global markets and an expanding tourism industry, employees need to understand and relate to customers and business people from a variety of linguistic and cultural backgrounds, thus enhancing our province's influence and competitiveness here and abroad. A population that is linguistically and culturally competent in French cannot help but provide a multitude of services in the public and private sector, including volunteer services.

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PHILOSOPHY

Components

This French as a Second Language program of studies reflects current knowledge about second language learning, learner-centred teaching and cross-curricular integration. It is based on the premise that students acquire language knowledge, skills and attitudes over a period of time and that over time their ability to communicate grows. This program of studies is also based on the concept of a multidimensional approach to learning which reflects learner outcomes that are centred around four components: 1) language experiences, and the ability to comprehend and express ideas and negotiate meaning (***experience–communication***); 2) the linguistic elements of the French language—the sounds, written symbols, vocabulary, word order, grammatical rules and discourse features (***language***); 3) the ideas, behaviours, manifestations, cultural artifacts and symbols shared by Francophone peoples in addition to the development of intercultural skills and knowledge (***culture***); and, 4) strategies that are cognitive, socio-affective and metacognitive in nature (***language learning strategies***). Although each component is presented separately in this document, the four components and the four language skills (listening and reading comprehension, and oral and written production) are interwoven in the teaching and learning process. **All components and all skills are of equal importance.**

Fields of Experience

The program of studies is designed in such a way that the fields of experience provide the framework for language acquisition; that is, they provide the contexts for developing communicative abilities as well as linguistic, cultural, intercultural and strategic knowledge. The fields of experience represent globally the different dimensions of an individual's relationship with the environment: the physical dimension, the social dimension, the civic dimension, the intellectual dimension and the leisure dimension. The ***physical*** dimension, related to the survival of individuals and to their physical well-being, consists of fields of experience such as food, sports and exercise, health and safety. The ***social*** dimension includes fields of experience related to family, school, friends, holidays and celebrations, social life and work. The ***civic*** dimension is centred around life in society as it pertains to an individual's rights and responsibilities in areas such as consumerism and conservation. The ***intellectual*** dimension encompasses the fields of experience associated with the arts, sciences and the media. The ***leisure*** dimension focuses on experiences related to vacations, clubs and associations, outdoor life and travel. The fields of experience are organized by grade level. As such, the fields presented at one grade level are reintegrated, expanded and solidified at subsequent grade levels.

Given that the fields of experience are quite broad in nature, they have been divided into a number of subfields. This breakdown allows for a broader exploration of the field of experience and for an opportunity to enhance the knowledge and skills developed in other subfields. Therefore, within each field of experience a number of subfields have been prescribed in order to provide students with an opportunity to develop and apply their communicative and strategic skills, and their language and cultural knowledge.

In addition, many of the prescribed fields of experience and their subfields relate to other subject areas such as English language arts, mathematics, science, social studies, career and life management (CALM), career and technology studies (CTS) and health. This program of studies, therefore, is designed to enhance the learning of similar concepts taught in other subject areas or to reinforce the knowledge and skills previously acquired at any grade level.

Communication

Within the framework of the fields of experience and the subfields, students learn to communicate through the processes of comprehension, production and negotiation. ***Comprehension*** involves deriving meaning or significance from an oral or written text. ***Production*** is expressing meaning by creating oral or written texts driven by a context and a communicative intent, and designed to suit a particular audience. ***Negotiation*** involves an interactive process whereby

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participants interpret the meaning of the message and create new messages in reaction to this interpretation. Integral to these three processes are the communicative functions (e.g., requesting information, providing information) and the real-life communicative tasks to be carried out. The task indicates which language skill is being used (i.e., Listening Comprehension, Reading Comprehension, Oral Production, Written Production) and for what communicative function.

Each grade plays an important role in the development of the students' ability to understand and express themselves in French; that is, each grade is the building block for the next and subsequent grades. To facilitate this development, students need to be exposed to a variety of text types of varying degrees of difficulty which in turn will serve as models for their own productions. This means that students will need to listen to different types of authentic and adapted audio texts, such as radio announcements or television broadcasts, and read authentic and adapted written texts, such as posters, classified advertisements, newspaper articles or storybooks, in order to develop their comprehension skills. The information gleaned from these sources is then used to develop oral and written production skills. **Therefore, based on the premise that comprehension precedes and exceeds production, different skills are emphasized at different points in the learning process.**

Language

In order to carry out authentic comprehension and production tasks, students will acquire a repertoire of linguistic tools (elements) that they will use to understand others' messages and convey their own. These linguistic elements, which include sounds (pronunciation, intonation), symbols (orthography), vocabulary, grammatical rules, word order and discourse features, are prescribed for each grade and are in keeping with the fields of experience and the subfields.

The language component is divided into two sub-components: Knowledge of Language Concepts (the *savoir*) and Application of Vocabulary and Language Concepts (the *savoir-faire*). This division is based on the premise that having knowledge of vocabulary and grammatical rules differs from the application of this knowledge. Linguistic knowledge is the foundation for the development of communication skills. Upon attaining an understanding of these linguistic elements (knowledge), students continue to learn about them and their use as they carry out a variety of communicative tasks (application). To ensure that students retain this knowledge and acquire an acceptable level of linguistic competence, they will need sufficient time to rework and reuse these elements. The reworking and reuse occurs within a field of experience, within a subfield and within subsequent fields and subfields of a designated grade level and continues at higher grade levels.

It is important to note that in grades 4 through 12 students develop their vocabulary base in all linguistic areas—nouns, verbs, adjectives, adverbs, prepositions, etc. In order for students to develop a large vocabulary base, they must have extensive exposure to the French language at the listening and reading comprehension stages. This exposure provides students with access to words, phrases and grammatical structures that are meaningful to them. An ever-increasing repertoire of words and grammatical structures will allow students to become more competent users of the language.

Culture

Although identified as separate components in the program of studies, language and culture are intertwined. In order to develop cultural understanding and knowledge, students will explore various aspects of Francophone cultures at the local, provincial, national and international levels. This learning includes acquiring knowledge about the ideas, behaviours, cultural artifacts and symbols, lifestyles and language variants shared by Francophone peoples in different environments at various periods of their evolution and history. Students will also learn appropriate sociolinguistic conventions or rules (e.g., date, time, abbreviations) that govern oral and written communications in French. This cultural

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knowledge provides students with an opportunity to reflect upon other cultures with a view to understanding other people and, therefore, themselves.

Further, a central aspect of second language education is to promote the favourable development of the student's whole personality and a sense of identity in response to the enriching experience of "otherness" in language and culture. In this vein, the culture component also develops intercultural skills in that students are made more aware of themselves by comparing and contrasting the information they are acquiring about other cultures. By doing so, students become more aware of the use of Canada's two official languages in addition to recognizing that other languages may be spoken by students in the classroom or in their environment. The development of intercultural skills and knowledge helps students become less ethnocentric while at the same time confirming their own cultural identity and promoting global citizenship.

Language Learning Strategies

To enhance the learning of culture and language and their application to communicative situations, the language learning strategies component develops the knowledge and application of ***cognitive***, ***socio-affective***, ***metacognitive*** and ***memory*** strategies. For the purposes of this program of studies, the cognitive, socio-affective and metacognitive strategies have been categorized into comprehension and production strategies. The ***cognitive*** learning strategies refer to thinking skills and include such techniques as making associations between words, identifying key words and ideas, reasoning both deductively and inductively, and using nonverbal or linguistic clues to comprehend a message. ***Socio-affective*** learning strategies involve students' personal characteristics as they relate to other learners and students' attitudes toward learning. In the context of second language learning, these strategies involve collaborating with others, tolerating unknown words and expressions (tolerating ambiguity) and taking the risk to communicate. ***Metacognitive*** learning strategies relate to how students describe their own thinking and learning. Strategies of this nature include planning, monitoring and evaluating one's learning. ***Memory*** learning strategies involve the manner in which students learn, retain and recall vocabulary, expressions and grammatical structures needed to understand or produce a message. Strategies related to memory include visualization, word-webbing and repetition. Together these groups of strategies facilitate the awareness of the learning process and their application to the learning of French.

It is important to note, however, that the use of language learning strategies is as individual as each student. Students should be encouraged to develop and apply any strategies that can be used to improve their understanding and use of French. This includes the use of strategies that are introduced at other grade levels or strategies that are not defined within this document but that teachers or students bring to the learning situation. The key to strategic competence is that students develop an ever-increasing repertoire of techniques to facilitate their learning and, specifically, the learning of a second language.

Implementation of Technology

The use of technology in the classroom is an integral part of the Information, Communication and Technology curriculum and as such, certain technology outcomes have been infused into this program of studies. Information and communication technologies are also an important part of enhancing language learning by demonstrating to students that French is used in real and authentic contexts outside the confines of the classroom. By using technologies in the French classroom, students are able to reinforce their technological knowledge and skills to create multimedia presentations, to use word processing programs and to do research on the Internet. Using technology allows students to tailor their communications to meet specific purposes and particular audiences.

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Language Competency

The four program components—experience–communication, language, culture and language learning strategies—are integrated, but each has a different focus and role to play in the acquisition of French. Language learning is a gradual, developmental process whereby students are given the opportunity to develop and refine, in stages, the basic language elements needed to communicate effectively. To develop competency in the four language skills, students need to be actively involved in the acquisition of the language and its use in authentic communicative situations. As students acquire this multidimensional set of knowledge and skills, they will progress along the language continuum at different rates and degrees of development. This continuum is characterized by cyclical overlap, expansion and refinement of knowledge and use of the French language. The overarching goal of this program of studies, then, is to develop students who are sufficiently competent in French so that they can function in the language and culture outside the confines of the classroom.

Assessment

Assessment is essential to the teaching and learning process. As students continue to develop their communication skills and their cultural, linguistic and strategic knowledge, they require feedback on their progress on a regular basis. The prescribed general and specific outcomes that follow indicate what students are to demonstrate at each grade level. These grade-level outcomes provide the sole basis for assessment. While students may benefit from the explicit learning of linguistic elements that are prescribed at a higher grade level, this exceeded knowledge should not be assessed until the year in which it is prescribed. Assessment practices should reflect a variety of evaluative methods, both formal and informal, and should be in keeping with the philosophy of the program of studies.

DEFINITION OF OUTCOMES

Learner outcomes define the knowledge, skills and attitudes that students must attain. These outcomes emphasize the ability to understand, express and negotiate meaning through spoken and written texts—abilities that are closely related to the actual use of French throughout life. The organization of the learner outcomes is cyclical so that students can continue to refine skills and knowledge in an increasingly varied manner throughout the program.

The ***general outcomes*** describe the overarching goals of the program. There are four general outcomes. Each outcome relates to one of the following components: Communication, Language, Culture, and Language Learning Strategies. The ***specific outcomes*** define the requisite linguistic, cultural, intercultural and strategic knowledge, and communicative skills for each grade. For example, the specific outcomes for the language component indicate the grade at which certain linguistic elements are introduced. The general sequence is to introduce specific linguistic elements in one grade, develop them in the next grade and refine them in subsequent grades. Further refinement of the linguistic elements will involve lifelong learning. The entire teaching–learning process must ensure the development, refinement and continual use of the four language skills and of concrete and abstract knowledge as students progress toward the completion of the program in senior high school.

Many of the specific outcomes are supported by examples. The examples do not form part of the required program but provide a context for learning.

Specific fields of experience and subfields are prescribed at each grade. These fields of experience are sequenced from the concrete to the abstract and build on and integrate the fields from previous grades. Instruction must address all of the prescribed fields and subfields of experience by the end of each grade. Teachers may select additional fields of experience or subfields to enhance their program on the basis of student interests and needs and instructional time. The

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sequence of the fields of experience is found on the specific outcomes pages of this document. The sequence allows teachers to plan for the integration and grouping of the required outcomes related to communication, language, culture and language learning strategies in a cyclical fashion.

Note that the field of experience **Holidays and Celebrations** is an exception to the prescribed sequence in that a particular holiday or celebration is to be introduced based on the calendar year. Although this field of experience is prescribed in grades 4 through 9, it is recommended that the subfields related to this field be expanded and extended in grades 10, 11 and 12. For an example of a suggested breakdown of this field of experience, see the Appendix.

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General Outcomes: Grades 4 to 12

Communication	Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.
Language	Students will use, with accuracy, knowledge of linguistic elements of the French language to fulfill their communicative intents.
Culture	Students will use their knowledge of different Francophone cultures and their own culture to be able to interact appropriately within these cultures.
Language Learning Strategies	Students will use their knowledge of strategies to enhance learning and to communicate in French.

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Grade 10

Specific Outcomes: French 10–9y

Components

Given the following fields of experience and the subfields within each field,

Experience

❶ Activities
- daily
- social
- cultural
- physical

❷ Shopping
- shopping for goods and services
- shopping advice
- shopping habits

❸ Vacations
- Canadian and other travel destinations
- vacation planning
- travellers' health and safety

❹ Fine Arts
- visual arts
- performing arts
- literary arts

❺ Safety (optional)
- vehicle safety
- personal safety

and other areas of interest,

students will engage in various language activities, based on the context, the communicative task and the different information and communication technologies available,

in order to:

Communication

Listening Comprehension

- understand, in guided situations, by identifying key words and/or expressions previously taught, the main idea(s) and a number of specific details related to the main idea(s) about a variety of concrete topics contained in authentic or adapted oral texts (e.g., identify the type of a vacation being presented and a number of details pertaining to the vacation, such as the price of the trip, features of the travel package,g eneral itinerary)

Reading Comprehension

- understand, in guided situations, by identifying key words and/or expressions previously taught, the main idea(s) and a number of specific details related to the main idea(s) about a variety of concrete topics contained in authentic or adapted written texts (e.g., identify the type of film being described in a film capsule and a number of details pertaining to the film,s uch as the name of the film, the actors, the director,th e setting, the plot)

Oral Production

- name, list, encourage, describe, explain, request or provide information, give commands, directions, instructions and advice, express needs, desires, wishes and preferences, make suggestions, give compliments, issue and reply to invitations, orally, providing some details, in a structured and modelled fashion, with some spontaneity, resulting in a prepared message expressed in the present, sometimes in the past and sometimes in the immediate future, that is comprehensible and accurate (e.g., explain how to do a particular hobby; answer a travel agent's questions about future holiday plans; give shopping advice)

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Written Production

- name, label, list, describe, explain, ask and answer questions, give simple commands, directions and advice, express needs, desires, wishes and preferences, make suggestions, encourage, issue and reply to invitations, in written form, providing some details, in a structured and modelled fashion, resulting in a prepared message, expressed in the present, sometimes in the past and sometimes in the immediate future, that is comprehensible and accurate (e.g., write a postcard to a friend about a place visited; write an e-mail message identifying leisure activities in one's area; write a newspaper advertisement for selling an item; describe a sculpture).

Language

Knowledge of Language Concepts

- continue to develop knowledge of the concepts presented in grades 4–9

- acquire knowledge of the following concepts:
  - adjectives/nouns/locutionary expressions that take a preposition
  - functions of the infinitive
  - the past tense
  - the recent past
  - the passé composé
  - agreement of past participle with être
  - the conditional "comme forme de politesse"
  - present participle
  - adverbs of affirmation and doubt
  - subordinate and coordinate conjunctions
  - inversion of subject and verb in the interrogative
  - word order at the complex sentence level
  - construction of complex sentences

Application of Vocabulary and Language Concepts

- use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4–9, needed to communicate a message

- use, with some consistency, in oral and written form, the following linguistic elements needed to communicate a message:
  - vocabulary associated with the fields of experience and their subfields
  - vocabulary related to information and communication technologies (e.g., télécopieur, clavier; envoyer un courriel, formater un texte)
  - infinitives acting as imperatives (e.g., Consulter toujours un agent de bord avant d'utiliser des appareils électroniques.)
  - recent past (venir + de + infinitif) with all personal subject pronouns in affirmative and negative sentences
  - the passé composé with all personal subject pronouns in affirmative and negative sentences
  - the expressions c'était and il y avait in affirmative and negative sentences (e.g., C'était un très bon roman.)
  - the conditional of aimer, vouloir and pouvoir as a "forme de politesse" with the personal subject pronouns je, tu,no us,v ous
  - present participle and its use with en (e.g., Ma mère lit en écoutant de la musique.)

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Application of Vocabulary and Language Concepts (cont'd)

- expressions for giving advice (e.g., Il est important de + infinitif; Il faut + infinitif; Il est nécessaire de + infinitif)
- subordinate conjuctions—parce que and quand
- coordinate conjunctions—et and mais
- use of depuis as a time marker (e.g., Je joue au hockey depuis six ans.)
- adverbs of affirmation (e.g., vraiment,cer tainement), doubt (e.g., probablement, peut-être) and time (e.g., hier, avant-hier)
- prepositions used with geographical names
- inversion in the interrogative
- appropriate interjections—Au feu!; Aïe!; Au secours!; etc.
- correct word order in complex sentences.

Culture

- identify some personal experiences they have had as a result of their knowledge of French
- identify aspects of Francophone history, literature or arts that are of personal interest
- seek out information about Francophone cultures from authentic sources (e.g., vacation guides, tourism videos)
- identify, with teacher assistance, concrete facts that reflect the way of life of various Francophone peoples (e.g., Monet was a French impressionist painter who greatly influenced the art world.)
- compare and contrast, with teacher assistance, their own way of life with the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., shopping patterns, preferred activities)
- compare and contrast, with teacher assistance, the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures
- reflect, with teacher assistance, upon the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures
- use digital resources to access current information about different Francophone cultures
- demonstrate knowledge of the cultural characteristics of the French language by using the following sociolinguistic conventions:
  - the sociolinguistic conventions listed in grades 4–9
  - the appropriate conventions for formal oral or written requests for information, including e-mail
  - the appropriate conventions for informal invitations and notes
  - the appropriate conventions for informal oral messages (e.g., telephone calls) and written messages (e.g., postcards).

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Language Learning Strategies

Comprehension Strategies

- continue to expand and use a personal repertoire of comprehension strategies to facilitate the understanding of an oral or written message

cognitive

- use the prefix, suffix, radical or root to guess or determine meaning
- use the context to determine the meaning of an unknown word or expression
- note unknown words to verify later
- use linking words (cohesive elements) to establish the relationship between ideas
- use time clues to determine if the message is being expressed in the past, present or future tense
- listen to the beginning and the end of an audio text or read the first and last paragraphs to have a better idea of the topic and the content of the text
- take down notes to summarize, compare and contrast information
- summarize and report information
- use French language reference materials to verify meaning
- skim a text using the title, subtitles, illustrations and legends to determine the topic and the main categories of ideas
- predict or determine the topic and/or main categories of ideas by fast forwarding an audio text and stopping at intervals
- establish connections between the information heard or read and previous knowledge
- use strategies defined in grades 4–9

socio-affective

- ask questions, in French, to clarify or verify a message
- take the risk to listen to or read more difficult and lengthy texts in French
- take the risk to listen to authentic texts (e.g., radio and television shows) or read authentic documents (e.g., newspaper articles, travel brochures)
- use information and communication technologies outside the classroom setting to gain access to the French language
- use strategies defined in grades 4–9

metacognitive

- identify strategies that can be or were used to facilitate comprehension of a text
- reflect upon the content of the text
- verify hypotheses made about the content of the text
- note unknown words to verify later
- use strategies defined in grades 4–9

Production Strategies

- continue to expand and use a personal repertoire of production strategies to facilitate the communication of an oral or written message

cognitive

- use specialized French language references, such as verb conjugation books, grammar references, etc.
- identify the communicative intent of the message (e.g., to inform, to entertain, to persuade)

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cognitive (cont'd)	– use an outline, word web, point-form notes, etc., to organize thoughts and to plan what is to be said or written – identify vocabulary and grammatical elements needed to create a text – use cue cards to note key ideas – analyze a text in order to identify content, structural elements and ways of expressing ideas – use circumlocutions to sustain a communication – use strategies defined in grades 4–9
socio-affective	– as part of the editing process, work with a peer to read aloud a prepared production to determine if the message is clear – react positively to feedback and implement appropriate changes to a production – provide peers with constructive feedback – use French to praise peers – use French to evaluate peers – take the risk to produce more elaborate oral or written messages – use strategies defined in grades 4–9
metacognitive	– identify strategies that can be used or were used to produce a text – refer back to previous productions of the same nature, analyze errors made and apply this knowledge to the current production – use checklists, written in French, to verify the work – develop a learning plan to carry out a task – use a series of editing strategies to improve the quality of the production – monitor an oral production and use self-correction when necessary – use strategies defined in grades 4–9
Memory Strategies	• continue to use a personal repertoire of memory strategies to facilitate the learning, recollection or retention of vocabulary and/or grammatical structures.

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Grade 11

Specific Outcomes: French 20–9y

Components

Given the following fields of experience and the subfields within each field,

Experience

❶ Senses and Feelings
- exploration of feelings and emotions
- exploration of the senses

❷ Close Friends
- friendship
- social life
- conflict resolution

❸ Fads and Fashions
- past and present
- careers in fashion

❹ Consumerism
- consumer choices
- consumer rights and responsibilities

❺ Outdoor Life (optional)
- survival skills
- outdoor experiences

and other areas of interest,

students will engage in various language activities, based on the context, the communicative task and the different information and communication technologies available,

in order to:

Communication

Listening Comprehension

- understand, by identifying key words and phrases, some main ideas and some specific details related to these ideas about concrete or abstract topics contained in oral texts of varying lengths and levels of difficulty (e.g., identify the types of marketing strategies and the reasons behind the use of these strategies; identify the nature of conflict and a number of causes of conflict)

Reading Comprehension

- understand, by identifying key words and phrases, some main ideas and some specific details related to these ideas about concrete or abstract topics contained in written texts of varying lengths and levels of difficulty (e.g., identify the clothing look of a time period and identify some clothing accessories and hairstyles that contributed to that look; identify the different types of shopping venues and some advantages and disadvantages of each venue)

Oral Production

- name, list, encourage, request or provide information, ask for or give advice, instructions or directions, express needs, feelings, desires, wishes, preferences, opinions or judgements, give compliments, make comparisons, make suggestions, describe people, actions or events, narrate or explain events, issue invitations, convince, complain, orally, in a structured and modelled fashion, using a series of simple and complex sentences expressed in the past, present or immediate future, resulting in a prepared but sometimes spontaneous message, that is comprehensible, accurate and sustained (e.g., give advice to a friend on how to resolve a conflict; describe a situation that causes negative feelings; express an opinion on a past fad)

- name, label, list, encourage, request or provide information, ask for or give

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Written Production

advice, instructions or directions, express needs, feelings, desires, wishes, preferences, opinions or judgements, give compliments, make comparisons, make suggestions, describe people, actions or events, narrate or explain events, issue invitations, convince, complain, in written form, in a prepared, structured and modelled fashion, using a series of simple and complex sentences expressed in the past, present or immediate future, resulting in a message that is comprehensible, accurate and sustained (e.g., write a poem about emotions; write a consumer complaint letter; write a newspaper article about past fashions).

Language

Knowledge of Language Concepts

- continue to develop knowledge of concepts presented in grades 4–10
- acquire knowledge of the following concepts:
  - emphatic pronouns
  - direct object pronouns
  - indirect object pronouns
  - relative pronouns
  - the comparative
  - the superlative
  - the structure—verb + à or de + infinitive
  - the imparfait
  - the distinction between the passé composé and the imparfait
  - cohesion
  - cohesion markers

Application of Vocabulary and Language Concepts

- use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4–10, needed to communicate a message
- use, with some consistency, in oral and written form, the following linguistic elements needed to communicate a message:
  - vocabulary associated with the fields of experience and their subfields
  - expressions for stating an opinion (e.g., Selon vous,.../À mon avis,.../ D'après l'article,...)
  - expressions for giving advice (suggérer de..., recommander de...)
  - negative expressions (ne... personne,n e... aucun(e), ne... que.n e... ni, personne ne..., rien ne...,au cun(e) ne...)
  - emphatic pronouns—moi,toi, lui, elle, nous, vous, eux, elles
  - direct object pronouns with present tense verbs, the imperative and verbs + infinitive in affirmative and negative sentences
  - indirect object pronouns with present tense verbs, the imperative and verbs + infinitive in affirmative and negative sentences
  - relative pronouns qui and que
  - the comparative of adjectives and adverbs (e.g., Ces sacs à dos sont plus chers que les autres là-bas./Le Brie sent aussi fort que le Camembert.)
  - the superlative of adjectives and adverbs (e.g., Je n'achète pas toujours

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Application of Vocabulary and Language Concepts (cont'd)

les marques les moins connues./Le fromage bleu est le fromage qui sent le plus fort.)
- verb + the preposition à or de + infinitive
- the passé composé with all personal subject pronouns in affirmative and negative sentences
- the imparfait with all personal subject pronouns in affirmative and negative sentences
- adverbs and adverbial expressions as cohesive elements (e.g., d'abord, puis, d'habitude, parfois,en fin)
- conjunctions of coordination at the sentence level (e.g., car, cependant, c'est-à-dire, que, par exemple,al ors)
- expressions with faire and se faire (e.g., Mon amie fait valoir ses talents./ Il se fait de nouveaux amis.)
- cohesion at the simple and complex sentence level.

Culture

- seek out information about Francophones from authentic sources (e.g., fashion magazines, consumer information pamphlets)

- research and identify concrete facts that reflect the way of life of Francophone peoples (e.g., French couturiers have a major influence on the fashion world)

- compare and contrast the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., consumer rights and responsibilities)

- compare and contrast their own way of life with the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., fashion fads and trends between generations)

- reflect upon the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures

- identify and use the information and communication technologies available outside the classroom setting to access information about different Francophone cultures

- demonstrate knowledge of the cultural characteristics of the French language by using the following sociolinguistic conventions:
  - the sociolinguistic conventions listed in grades 4–10
  - the appropriate conventions for business letters
  - the appropriate conventions for informal letters
  - the appropriate conventions for a newspaper article.

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Language Learning Strategies

Comprehension Strategies

- continue to expand and use a personal repertoire of comprehension strategies to facilitate the understanding of an oral or written message

cognitive

- use the prefix, suffix, radical or root to guess or determine meaning
- use the context to determine the meaning of an unknown word or expression
- note unknown words to verify later
- use linking words (cohesive elements) to establish the relationship between ideas
- use time clues to determine if the message is being expressed in the past, present or future
- listen to the beginning and the end of an audio text or read the first and last paragraphs to have a better idea of the topic and the content of the text
- take down notes to summarize, compare and contrast information
- summarize and report information
- use French language reference materials to verify meaning
- skim a text using the title, subtitles, illustrations and legends to determine the topic and the main categories of ideas
- predict or determine the topic and/or main categories of ideas by fast forwarding an audio text and stopping at intervals
- establish connections between the information heard or read and previous knowledge
- use strategies defined in grades 4–9

socio-affective

- ask questions, in French, to clarify or verify a message
- take the risk to listen to or read more difficult and lengthy texts in French
- take the risk to listen to authentic texts (e.g., radio and television shows) or read authentic documents (e.g., newspaper articles, travel brochures)
- use information and communication technologies outside the classroom setting to gain access to the French language
- use strategies defined in grades 4–9

metacognitive

- identify strategies that can be or were used to facilitate comprehension of a text
- reflect upon the content of the text
- verify hypotheses made about the content of the text
- note unknown words to verify later
- use strategies defined in grades 4–9

Production Strategies

- continue to expand and use a personal repertoire of production strategies to facilitate the communication of an oral or written message

cognitive

- use specialized French language references, such as verb conjugation books, grammar references, etc.
- identify the communicative intent of the message (e.g., to inform, to entertain, to persuade)
- use an outline, word web, point-form notes, etc., to organize thoughts and

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cognitive (cont'd)	to plan what is to be said or written – identify vocabulary and grammatical elements needed to create a text – use cue cards to note key ideas – analyze a text in order to identify content, structural elements and ways of expressing ideas – use circumlocutions to sustain a communication – use strategies defined in grades 4–9
socio-affective	– as part of the editing process, work with a peer to read aloud a prepared production to determine if the message is clear – react positively to feedback and implement appropriate changes to a production – provide peers with constructive feedback – use French to praise peers – use French to evaluate peers – take the risk to produce more elaborate oral or written messages – use strategies defined in grades 4–9
metacognitive	– identify strategies that can be used or were used to produce a text – refer back to previous productions of the same nature, analyze errors made and apply this knowledge to the current production – use checklists, written in French, to verify their work – develop a learning plan to carry out a task – use a series of editing strategies to improve the quality of the production – monitor an oral production and use self-correction when necessary – use strategies defined in grades 4–9
Memory Strategies	• continue to use a personal repertoire of memory strategies to facilitate the learning, recollection or retention of vocabulary and/or grammatical structures.

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Grade 12

Specific Outcomes: French 30–9y

Components

Given the following fields of experience and the subfields within each field,

Experience

❶ World of Work
- employability skills
- job market

❷ Travel and Tourism
- tourist information
- travel advice
- Francophone destinations

❸ Role of the Media
- radio
- television
- newspapers
- advertising

❹ Conservation and the Environment (optional)
- issues
- problems
- solutions

and other areas of interest,

students will engage in various language activities, based on the context, the communicative task and the different information and communication technologies available,

in order to:

Communication

Listening Comprehension

- understand, by identifying key words and phrases, the main ideas and a number of specific details related to these ideas about concrete or abstract topics contained in oral texts of varying lengths and levels of difficulty (e.g., identify types of job search techniques and details regarding each type of technique; identify the environmental problem and the effects it has on the environment)

Reading Comprehension

- understand, by identifying key words and phrases, the main ideas and a number of specific details related to these ideas about concrete or abstract topics contained in written texts of varying lengths and levels of difficulty (e.g., identify the basic duty-free exemptions for entering a country and the rules governing these exemptions; identify the strengths and weaknesses of various media in advertising)

Oral Production

- name, list, encourage, request or provide information, ask for or give advice, instructions or directions, express needs, feelings, desires, wishes, preferences, opinions, judgements or conditions, give compliments, make comparisons, make suggestions, describe people, actions or events, narrate or explain events, make simple hypotheses, issue invitations, convince, complain, orally, in a structured and modelled fashion, using a series of simple and complex sentences expressed in the past, present or future, resulting in a prepared or spontaneous message that is comprehensible, accurate and sustained (e.g., interview a candidate for a job; express an opinion about a current television show and support it; present French Polynesia as a possible travel destination)

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Written Production

- name, label, list, encourage, request or provide information, ask for or give advice, instructions or directions, express needs, feelings, desires, wishes, preferences, opinions, judgements or conditions, give compliments, make comparisons, make suggestions, describe people, actions or events, narrate or explain events, make simple hypotheses, issue invitations, convince, complain, in written form, in a prepared, structured and modelled fashion, using a series of simple and complex sentences expressed in the past, present or future, resulting in a message that is comprehensible, accurate and sustained (e.g., provide travel information in the form of an itinerary; hypothesize about the future of the planet in an opinion letter; write a film critique).

Language

Knowledge of Language Concepts

- continue to develop knowledge of concepts presented in grades 4–11

- acquire knowledge of the following concepts:
  - pronouns **y** and **en**
  - interrogative pronouns
  - agreement of past participle with **avoir** and direct object pronouns
  - the past infinitive
  - the simple future
  - the present conditional
  - direct and indirect discourse
  - communicative intents
  - coherence

Application of Vocabulary and Language Concepts

- use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4–11, needed to communicate a message

- use, with some consistency, in oral and written form, the following linguistic elements needed to communicate a message:
  - vocabulary associated with the fields of experience and their subfields
  - direct object pronouns with all prescribed tenses
  - indirect object pronouns with all prescribed tenses
  - the pronouns **y** and **en** with all prescribed tenses
  - interrogative pronouns (**lequel, laquelle, lesquels, lesquelles**)
  - relative pronouns—**où** and **dont**
  - conjunctive words or expressions at the discourse level (**en effet, alors, donc,p endant que,lo rsque, tandis que**)
  - agreement of the past participle with **avoir** and direct object pronouns
  - the past infinitive (e.g., **Après avoir entendu les nouvelles.../Après être allé à l'entrevue...**)
  - the simple future with all personal subject pronouns in affirmative and negative sentences
  - the present conditional with all personal subject pronouns in affirmative and negative sentences
  - direct and indirect discourse
  - coherence at the discourse level.

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Culture

- explore opportunities for further education or career prospects in which knowledge of French would be an asset
- seek out information about Francophones from authentic sources (e.g., job announcements, travel brochures, advertisements)
- research and identify concrete facts that reflect the way of life of Francophone peoples (e.g., French job advertisements indicate gender and age requirements.)
- compare and contrast the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., compare and contrast content in French language magazines and English language magazines)
- compare and contrast their own way of life with the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., preparing one's curriculum vitæ [CV] for Canada versus France)
- reflect upon the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures
- explore stereotypical thinking as a barrier to global understanding
- identify and use information and communication technologies available outside the classroom setting to access information about different Francophone cultures
- demonstrate knowledge of the cultural characteristics of the French language by using the following sociolinguistic conventions:
  - the sociolinguistic conventions listed in grades 4–11
  - appropriate expressions for beginning and concluding a speech or a presentation.

Language Learning Strategies

Comprehension Strategies

- continue to expand and use a personal repertoire of comprehension strategies to facilitate the understanding of an oral or written message

cognitive

- use the prefix, suffix, radical or root to guess or determine meaning
- use the context to determine the meaning of an unknown word or expression
- note unknown words to verify later
- use linking words (cohesive elements) to establish the relationship between ideas

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cognitive (cont'd)

- use time clues to determine if the message is being expressed in the past, present or future
- listen to the beginning and the end of an audio text or read the first and last paragraphs to have a better idea of the topic and the content of the text
- take down notes to summarize, compare and contrast information
- summarize and report information
- use French language reference materials to verify meaning
- skim a text using the title, subtitles, illustrations and legends to determine the topic and the main categories of ideas
- predict or determine the topic and/or main categories of ideas by fast forwarding an audio text and stopping at intervals
- establish connections between the information heard or read and previous knowledge
- use strategies defined in grades 4–9

socio-affective

- ask questions, in French, to clarify or verify a message
- take the risk to listen to or read more difficult and lengthy texts in French
- take the risk to listen to authentic texts (e.g., radio and television shows) or read authentic documents (e.g., newspaper articles, travel brochures)
- use information and communication technologies outside the classroom setting to gain access to the French language
- use strategies defined in grades 4–9

metacognitive

- identify strategies that can be or were used to facilitate comprehension of a text
- reflect upon the content of the text
- verify hypotheses made about the content of the text
- note unknown words to verify later
- use strategies defined in grades 4–9

Production Strategies

- continue to expand and use a personal repertoire of production strategies to facilitate the communication of an oral or written message

cognitive

- use specialized French language references, such as verb conjugation books, grammar references, etc.
- identify the communicative intent of the message (e.g., to inform, to entertain, to persuade)
- use an outline, word web, point-prepared or spontaneous, prepared or spontaneous, form notes, etc., to organize thoughts and to plan what is to be said or written
- identify vocabulary and grammatical elements needed to create a text
- use cue cards to note key ideas
- analyze a text in order to identify content, structural elements and ways of expressing ideas
- use circumlocution(s) to sustain a communication
- use strategies defined in grades 4–9

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socio-affective

- as part of the editing process, work with a peer to read aloud a prepared production to determine if the message is clear
- react positively to feedback and implement appropriate changes to a production
- provide peers with constructive feedback
- use French to praise peers
- use French to evaluate peers
- take the risk to produce more elaborate oral or written messages
- use strategies defined in grades 4–9

metacognitive

- identify strategies that can be used or were used to produce a text
- refer back to previous productions of the same nature, analyze errors made and apply this knowledge to the current production
- use checklists, written in French, to verify the work
- develop a learning plan to carry out a task
- use a series of editing strategies to improve the quality of the production
- monitor an oral production and use self-correction when necessary
- use strategies defined in grades 4–9

Memory Strategies

- continue to use a personal repertoire of memory strategies to facilitate the learning, recollection or retention of vocabulary and/or grammatical structures.

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Effective September 2008, pages 5 to 14 have been **removed**.

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BEGINNING LEVEL: SENIOR HIGH SCHOOL COURSES

Component	Beginning 1/2 [French 13]*	Beginning 2/3 [French 10]
	Based on their life experiences, *learners will be able to*, depending on the field of experience:	
Experience/		• engage in various language experiences in the following fields: – **community** – **exercise** – **housing** – **activities** – **vacations** – **fine arts** – **trades and professions** – **hygiene and safety** and other fields that relate to their needs and interests
Communication		• understand, orally and in writing, the meaning of variations of simple oral or written statements and commonly used sentences • express their communicative intent by producing, orally and in writing, simple messages by recombining two or three statements in a structured context
Culture		• identify concrete facts that reveal the presence of francophone individuals and groups at the provincial, regional and national levels
Language		• understand the sound–symbol system, vocabulary and variations in word order appropriate to simple oral or written messages in the present tense • use, orally and in writing, the sound–symbol system related to vocabulary appropriate to the field of experience, while respecting word order in the present tense and using the following linguistic elements: – imperative – **vouloir, pouvoir** and **devoir** in the present tense, using the appropriate personal pronoun – the questions: **comment est-ce que…?, combien est-ce que …?, and pourquoi est-ce que…?** – **-IR** and **-RE** verbs in the present tense, using the appropriate personal pronoun – possessive adjectives (**notre, nos, votre, vos, leur, leurs**)

*French 13 has been withdrawn effective August 31, 2008.

Component	Beginning 1/2 [French 13]*	Beginning 2/3 [French 10]
Language (continued)		– the immediate future using the appropriate personal pronoun – the pronominal form (e.g., **Je me lève.**)
General Language Education		• identify the meaning of phrases using the context (cognitive) • identify word families, orally and in writing (cognitive) • create, voluntarily, statements using words and commonly used sentences (socio-affective) • identify, orally and in writing, without teacher assistance, key words needed to follow directions concerning a task (metacognitive).

*French 13 has been withdrawn effective August 31, 2008.

SOCIAL STUDIES

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Social Studies 10-1, 10-2

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SOCIAL STUDIES

The Social Studies Kindergarten to Grade 12 Program of Studies is under revision. Provincial implementation of the new program is as follows:

School Year	Provincial Implementation
2005–2006	Kindergarten Grade 1 Grade 2 Grade 3
2006–2007	Grade 4 Grade 7
2007–2008	Grade 5 Grade 8 10-1, 10-2
2008–2009	**Grade 6 (optional)** **Grade 9 (optional)** **20-1, 20-2**
2009–2010	Grade 6 Grade 9 30-1, 30-2

Note: For the 2008–2009 school year, the **new provincially implemented** Social Studies 20-1 program of studies (2007) replaces pages 25 to 40 in the existing 10–20–30 (Revised 2000) program of studies and the Social Studies 20-2 program of studies (2007) replaces pages 25 to 38 in the existing 13–23–33 (Revised 2000) program of studies.

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SOCIAL STUDIES 20-1: Perspectives on Nationalism

Overview

Students will explore the complexities of nationalism in Canadian and international contexts. They will study the origins of nationalism and the influence of nationalism on regional, international and global relations. The infusion of multiple perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples in Canada.

Rationale

While nationalism has historically examined the relationship of the citizen to the state, contemporary understandings of nationalism include evolving individual, collective, national and state realities. Exploring the complexities of nationalism will contribute to an understanding and appreciation of the interrelationships among nation, nationalism, internationalism, globalization, and citizenship and identity. Developing understandings of the various points of view associated with nationalism as well as an appreciation for the perspectives of others will encourage students to develop personal and civic responses to emergent issues related to nationalism.

Key Issue	**Key Outcome**
To what extent should we embrace nationalism?	**Students will understand, assess and respond to the complexities of nationalism.**
Related Issues	**General Outcomes**
1. *To what extent should nation be the foundation of identity?*	Students will explore the relationships among identity, nation and nationalism.
2. *To what extent should national interest be pursued?*	Students will assess impacts of nationalism, ultranationalism and the pursuit of national interest.
3. *To what extent should internationalism be pursued?*	Students will assess impacts of the pursuit of internationalism in contemporary global affairs.
4. *To what extent should individuals and groups in Canada embrace a national identity?*	Students will assess strategies for negotiating the complexities of nationalism within the Canadian context.

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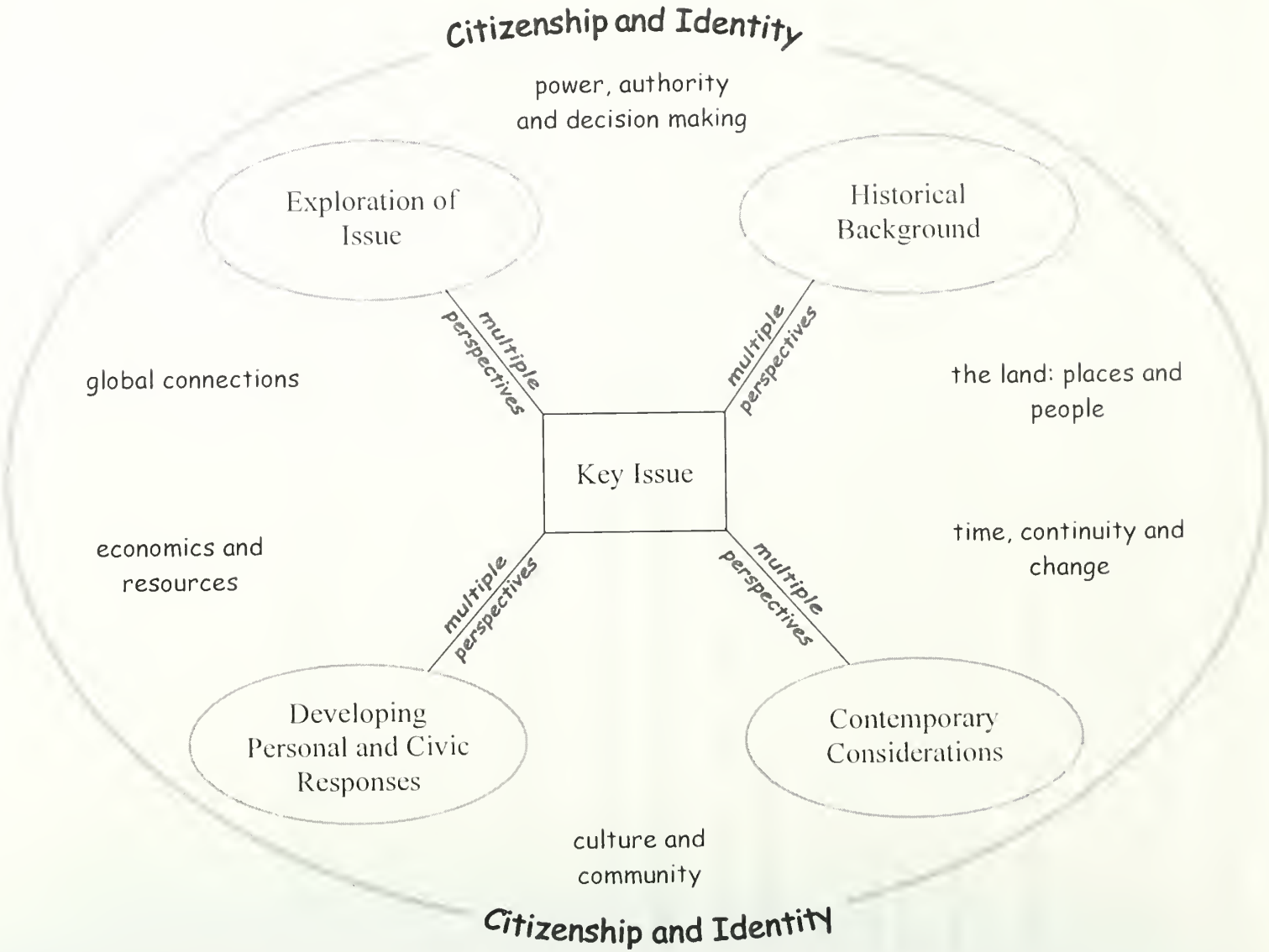

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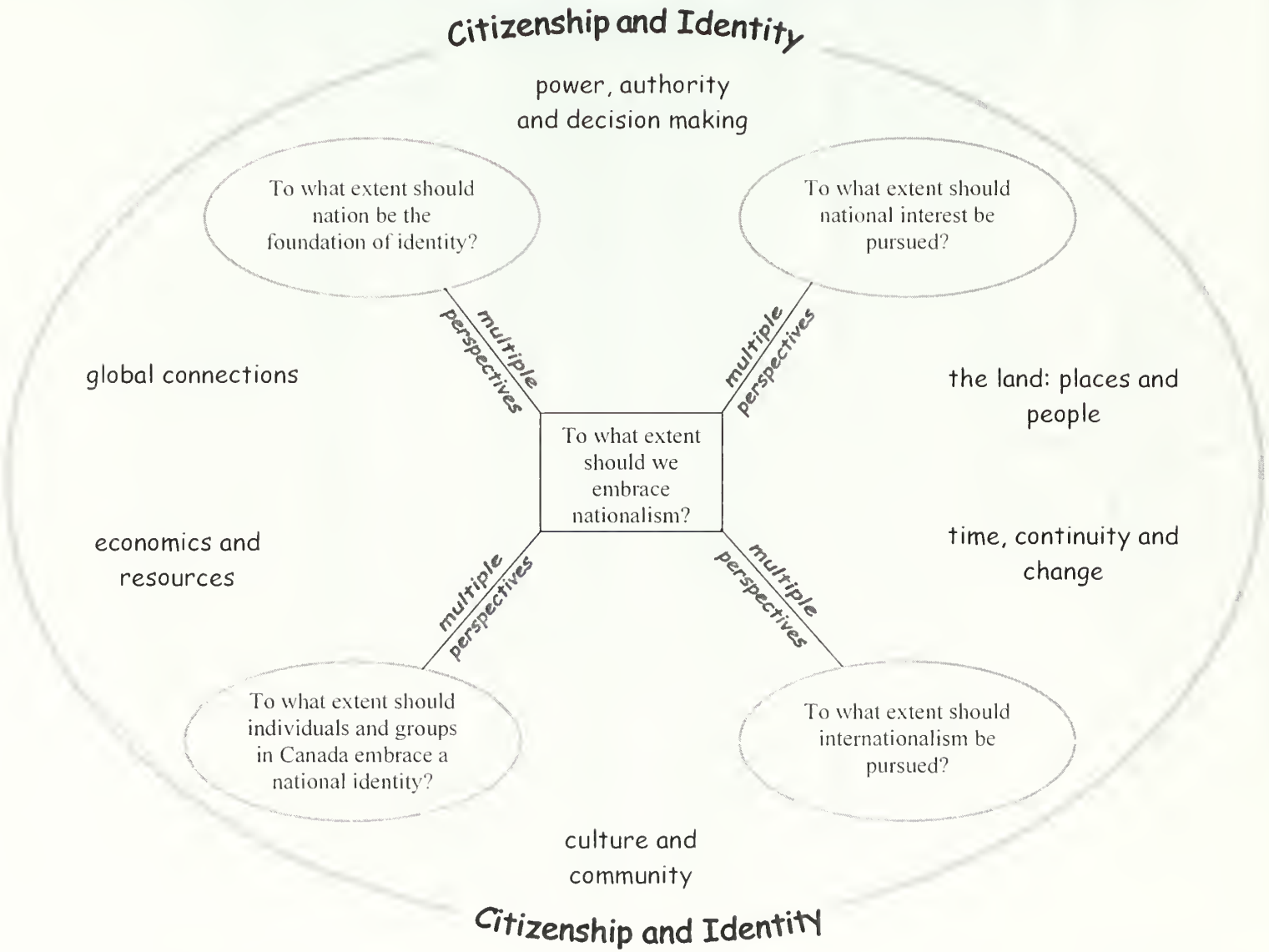
Citizenship and Identity
power, authority and decision making
To what extent should nation be the foundation of identity?
To what extent should national interest be pursued?
multiple perspectives
multiple perspectives
global connections
the land: places and people
To what extent should we embrace nationalism?
economics and resources
time, continuity and change
multiple perspectives
multiple perspectives
To what extent should individuals and groups in Canada embrace a national identity?
To what extent should internationalism be pursued?
culture and community
Citizenship and Identity

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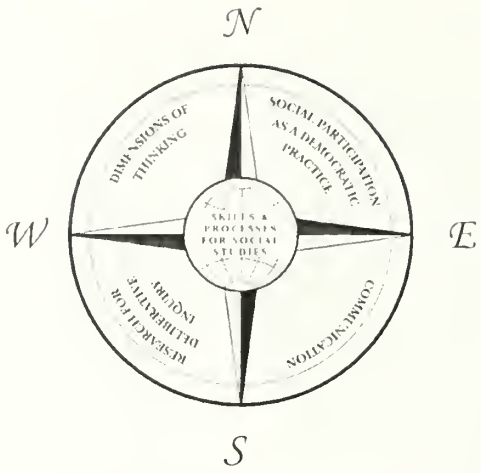

Benchmark Skills and Processes

The following benchmark skills and processes are outcomes to be achieved by the end of Social Studies 30-1.

Dimensions of Thinking	
critical thinking and creative thinking	evaluate ideas and information from multiple sources
historical thinking	analyze multiple historical and contemporary perspectives within and across cultures
geographic thinking	analyze the impact of physical and human geography on history
decision making and problem solving	demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues
Social Participation as a Democratic Practice	
cooperation, conflict resolution and consensus building	demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably
age-appropriate behaviour for social involvement	demonstrate leadership by engaging in actions that enhance personal and community well-being
Research for Deliberative Inquiry	
research and information	develop, express and defend an informed position on an issue
Communication	
oral, written and visual literacy	communicate effectively to express a point of view in a variety of situations
media literacy	assess the authority, reliability and validity of electronically accessed information

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SKILLS AND PROCESSES FOR SOCIAL STUDIES 20-1

The following skills and processes are outcomes to be achieved within the contexts of Social Studies 20-1 and to be achieved by the end of Social Studies 30-1. Selected Information and Communication Technology (ICT) outcomes are suggested throughout the program and are indicated by this symbol ➢.

DIMENSIONS OF THINKING

Students will:

S.1 develop skills of critical thinking and creative thinking:

- evaluate ideas and information from multiple sources
- determine relationships among multiple and varied sources of information
- assess the validity of information based on context, bias, sources, objectivity, evidence or reliability
- predict likely outcomes based on factual information
- evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue
- synthesize information from contemporary and historical issues to develop an informed position
- evaluate the logic of assumptions underlying a position
- assemble seemingly unrelated information to support an idea or to explain an event
- analyze current affairs from a variety of perspectives

S.2 develop skills of historical thinking:

- analyze multiple historical and contemporary perspectives within and across cultures
- analyze connections among patterns of historical change by identifying cause and effect relationships
- analyze similarities and differences among historical narratives
- evaluate the impact of significant historical periods and patterns of change on the contemporary world
- discern historical facts from historical interpretations through an examination of multiple sources
- identify reasons underlying similarities and differences among historical narratives
- develop a reasoned position that is informed by historical and contemporary evidence
- ➢ demonstrate an understanding of how changes in technology can benefit or harm society—in the context of the present, the future and various historical time periods
- ➢ use current, reliable information sources from around the world

S.3 develop skills of geographic thinking:

- analyze the impact of physical and human geography on history
- make inferences and draw conclusions from maps and other geographical sources
- locate, gather, interpret and organize information, using historical maps
- develop and assess geographic representations to demonstrate the impact of factors of geography on world events
- assess the impact of human activities on the land and the environment
- assess how human interaction impacts geopolitical realities
- ➢ use current, reliable information sources from around the world, including online atlases

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S.4 **demonstrate skills of decision making and problem solving:**

- demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues
- develop inquiry strategies to make decisions and solve problems
- generate and apply new ideas and strategies to contribute to decision making and problem solving
- describe a plan of action to use technology to solve a problem
- use appropriate tools and materials to accomplish a plan of action

SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

S.5 **demonstrate skills of cooperation, conflict resolution and consensus building:**

- demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably
- participate in persuading, compromising and negotiating to resolve conflicts and differences
- interpret patterns of behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding
- demonstrate leadership during discussions and group work
- respect the points of view and perspectives of others
- collaborate in groups to solve problems

S.6 **develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:**

- demonstrate leadership by engaging in actions that enhance personal and community well-being
- acknowledge the importance of multiple perspectives in a variety of situations

RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

S.7 **apply the research process:**

- develop, express and defend an informed position on an issue
- reflect on changes of points of view or opinion based on information gathered and research conducted
- draw pertinent conclusions based on evidence derived from research
- demonstrate proficiency in the use of research tools and strategies to investigate issues
- consult a wide variety of sources, including oral histories, that reflect varied perspectives on particular issues
- integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry
- develop, refine and apply questions to address an issue
- select and analyze relevant information when conducting research
- plan and perform complex searches, using digital sources
- use calendars, time management or project management software to assist in organizing the research process
- generate new understandings of issues by using some form of technology to facilitate the process
- record relevant data for acknowledging sources of information, and cite sources correctly
- respect ownership and integrity of information

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COMMUNICATION

Students will:

S.8 **demonstrate skills of oral, written and visual literacy:**

- communicate effectively to express a point of view in a variety of situations
- use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue
- ask respectful and relevant questions of others to clarify viewpoints
- listen respectfully to others
- use a variety of oral, visual and print sources to present informed positions on issues
- apply information technologies for context (situation, audience and purpose) to extend and communicate understanding of complex issues
- use appropriate presentation software to demonstrate personal understandings
- compose, revise and edit text
- apply general principles of graphic layout and design to a document in process
- understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics)
- apply principles of graphic design to enhance meaning and engage audiences

S.9 **develop skills of media literacy:**

- assess the authority, reliability and validity of electronically accessed information
- evaluate the validity of various points of view presented in the media
- appraise information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
- analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification
- demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic

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Key Issue: To what extent should we embrace nationalism?

Related Issue 1

To what extent should nation be the foundation of identity?

General Outcome

Students will explore the relationships among identity, nation and nationalism.

Specific Outcomes

▸ Values and Attitudes

Students will:

1.1 appreciate that understandings of identity, nation and nationalism continue to evolve (I, C)

1.2 appreciate the existence of alternative views on the meaning of nation (I, C)

1.3 appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world (I, TCC, GC)

1.4 appreciate why peoples seek to promote their identity through nationalism (I, C)

▸ Knowledge and Understanding

Students will:

1.5 explore a range of expressions of nationalism (I, C)

1.6 develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic) (I, CC, LPP)

1.7 analyze the relationship between nation and nation-state (TCC, PADM, C)

1.8 analyze how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution and Napoleonic era, contemporary examples) (ER, PADM, CC, TCC, LPP)

(continued on next page)

C Citizenship I Identity
ER Economics and Resources LPP The Land Places and People GC Global Connections
CC Culture and Community PADM Power, Authority and Decision Making TCC Time, Continuity and Change

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(continued)

1.9 analyze nationalism as an identity, internalized feeling and/or collective consciousness shared by a people (French Revolution and Napoleonic era, Canadian nationalism, Québécois nationalism, American nationalism, First Nations and Métis nationalism, Inuit perspectives) (I, TCC, C, CC)

1.10 evaluate the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, civic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism) (I, TCC, C)

1.11 evaluate the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties) (I, C, CC, LPP)

	C Citizenship		I Identity		
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

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Key Issue: ***To what extent should we embrace nationalism?***

Related Issue 2

To what extent should national interest be pursued?

General Outcome

Students will assess impacts of nationalism, ultranationalism and the pursuit of national interest.

Specific Outcomes

▸ **Values and Attitudes**

Students will:

2.1 appreciate that nations and states pursue national interest (TCC, GC, PADM)

2.2 appreciate that the pursuit of national interest has positive and negative consequences (TCC, GC, PADM)

2.3 appreciate multiple perspectives related to the pursuit of national interest (TCC, PADM)

▸ **Knowledge and Understanding**

Students will:

2.4 explore the relationship between nationalism and the pursuit of national interest (PADM, I, LPP)

2.5 analyze how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period) (PADM, TCC, ER, LPP)

2.6 analyze the relationship between nationalism and ultranationalism (PADM, I)

2.7 analyze nationalism and ultranationalism during times of conflict (causes of the First and Second World Wars, examples of nationalism and ultranationalism from the First and Second World Wars, ultranationalism in Japan, internments in Canada, conscription crises) (PADM, TCC, GC, LPP)

2.8 analyze ultranationalism as a cause of genocide (the Holocaust, 1932–1933 famine in Ukraine, contemporary examples) (TCC, PADM, GC)

2.9 analyze impacts of the pursuit of national self-determination (successor states; decolonization; Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples) (PADM, TCC, ER, LPP)

	C Citizenship			I Identity	
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

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Key Issue: To what extent should we embrace nationalism?

Related Issue 3

To what extent should internationalism be pursued?

General Outcome

Students will assess impacts of the pursuit of internationalism in contemporary global affairs.

Specific Outcomes

- **Values and Attitudes**

Students will:

3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C, PADM)

3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)

3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)

- **Knowledge and Understanding**

Students will:

3.4 analyze the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, TCC, PADM)

3.5 explore understandings of internationalism (GC, PADM)

3.6 analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)

3.7 evaluate the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council, contemporary examples) (GC, PADM, ER)

3.8 analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)

3.9 evaluate the extent to which nationalism must be sacrificed in the interest of internationalism (GC, PADM, ER)

C Citizenship I Identity
ER Economics and Resources LPP The Land Places and People GC Global Connections
CC Culture and Community PADM Power, Authority and Decision Making TCC Time, Continuity and Change

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Key Issue: To what extent should we embrace nationalism?

Related Issue 4

To what extent should individuals and groups in Canada embrace a national identity?

General Outcome

Students will assess strategies for negotiating the complexities of nationalism within the Canadian context.

Specific Outcomes

Values and Attitudes

Students will:

4.1 appreciate historical and contemporary attempts to develop a national identity (I, TCC, C)

4.2 appreciate contrasting historical and contemporary narratives associated with national identity (I, C, TCC)

4.3 respect the views of others on alternative visions of national identity (I, C)

Knowledge and Understanding

Students will:

4.4 explore multiple perspectives on national identity in Canada (I, C, LPP)

4.5 analyze methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives) (I, C, LPP)

4.6 examine historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the *Indian Act*, Métis and Inuit self-governance, Louis Riel, Sir Clifford Sifton, Henri Bourassa, French-Canadian nationalism, Pierre Trudeau, National Indian Brotherhood) (I, CC, TCC, LPP)

4.7 evaluate the challenges and opportunities associated with the promotion of Canadian national unity (Québec sovereignty, federal–provincial–territorial relations, Aboriginal self-determination and land claims, bilingualism, multiculturalism) (I, C, CC)

4.8 evaluate various perspectives of future visions of Canada (pluralism, multination model, separatism, Aboriginal self-determination, global leadership, North American integration) (I, C, CC)

4.9 develop personal and collective visions of national identity (I, C)

C Citizenship I Identity

ER Economics and Resources LPP The Land Places and People GC Global Connections
CC Culture and Community PADM Power, Authority and Decision Making TCC Time, Continuity and Change

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SOCIAL STUDIES 20-2: Understandings of Nationalism

Overview

Students will examine historical and contemporary understandings of nationalism in Canada and the world. They will explore the origins of nationalism as well as the impacts of nationalism on individuals and communities in Canada and other locations. Examples of nationalism, ultranationalism, supranationalism and internationalism will be examined from multiple perspectives. Students will develop personal and civic responses to emergent issues related to nationalism.

Rationale

As perspectives on personal identity continue to evolve, so do understandings of nationalism and what it means to be a member of a collective, community, state and nation. This evolution is significant in the Canadian context as nationalism continues to shape visions of identity and nation. Understanding the significance of nationalism contributes to an appreciation and awareness of the interrelationships among nationalism, internationalism, citizenship and identity.

Key Issue	**Key Outcome**
To what extent should we embrace nationalism?	**Students will understand, assess and respond to the complexities of nationalism.**
Related Issues	**General Outcomes**
1. Should nation be the foundation of identity?	Students will explore the relationships among identity, nation and nationalism.
2. Should nations pursue national interest?	Students will understand impacts of nationalism, ultranationalism and the pursuit of national interest.
3. Should internationalism be pursued?	Students will assess impacts of the pursuit of internationalism in contemporary global affairs.
4. Should individuals and groups in Canada embrace a national identity?	Students will understand the complexities of nationalism within the Canadian context.

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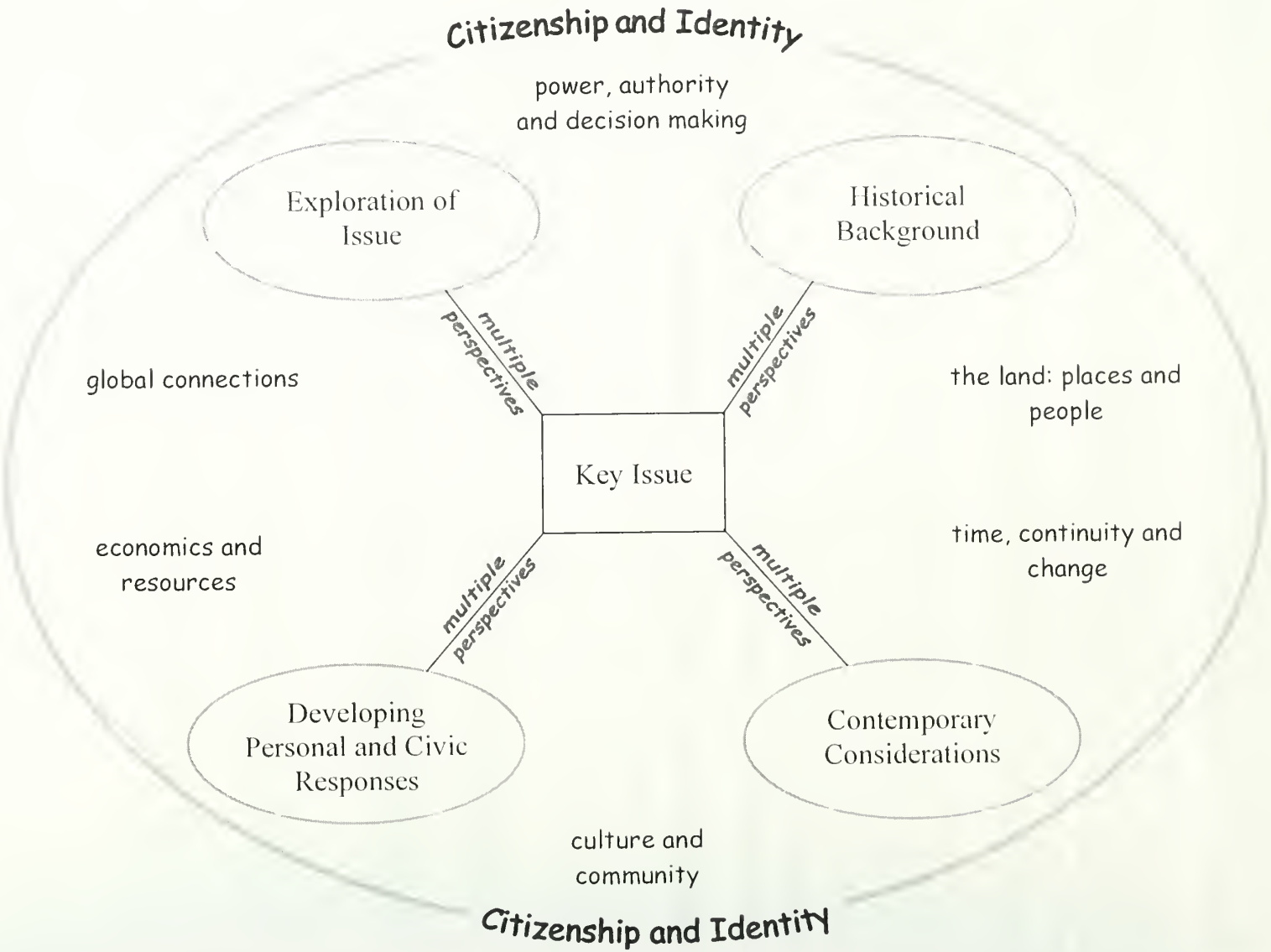

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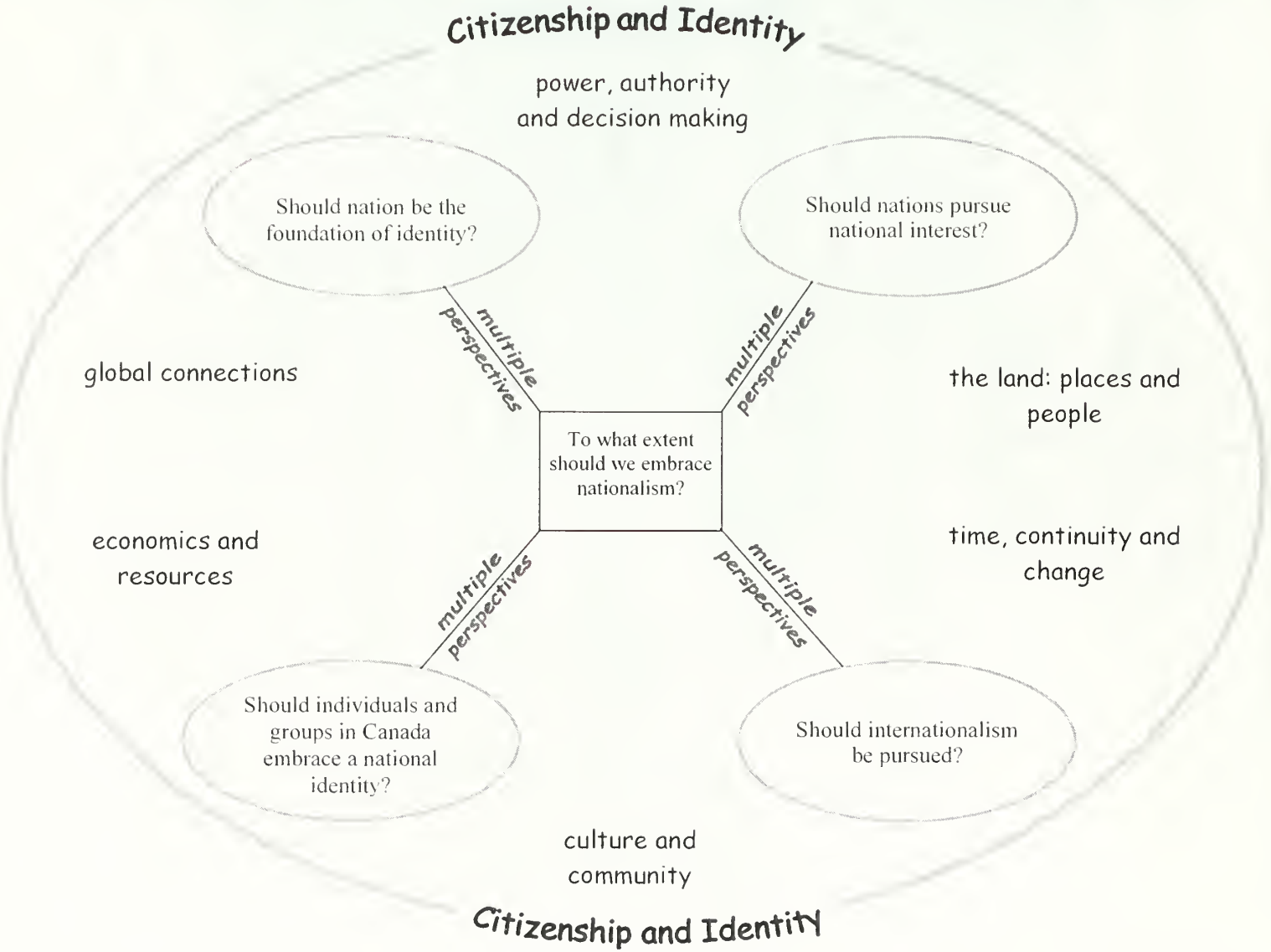
Citizenship and Identity
power, authority and decision making
Should nation be the foundation of identity?
Should nations pursue national interest?
multiple perspectives
multiple perspectives
global connections
the land: places and people
To what extent should we embrace nationalism?
economics and resources
time, continuity and change
multiple perspectives
multiple perspectives
Should individuals and groups in Canada embrace a national identity?
Should internationalism be pursued?
culture and community
Citizenship and Identity

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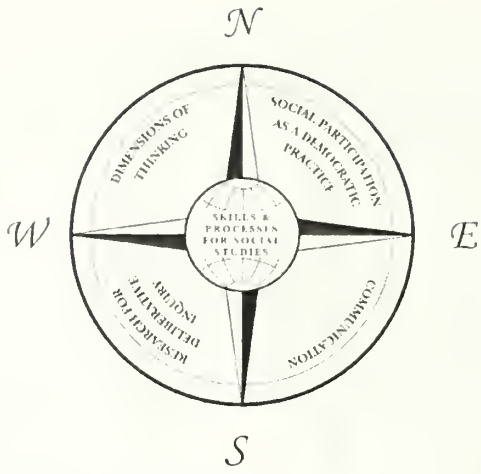

Benchmark Skills and Processes

The following benchmark skills and processes are outcomes to be achieved by the end of Social Studies 30-2.

Dimensions of Thinking	
critical thinking and creative thinking	analyze ideas and information from multiple sources
historical thinking	understand diverse historical and contemporary perspectives within and across cultures
geographic thinking	analyze the ways in which physical and human geographic features influence world events
decision making and problem solving	demonstrate skills needed to reach consensus, solve problems and formulate positions
Social Participation as a Democratic Practice	
cooperation, conflict resolution and consensus building	demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences
age-appropriate behaviour for social involvement	demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community
Research for Deliberative Inquiry	
research and information	develop and express an informed position on an issue
Communication	
oral, written and visual literacy	communicate effectively in a variety of situations
media literacy	assess the authority, reliability and validity of electronically accessed information

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SKILLS AND PROCESSES FOR SOCIAL STUDIES 20-2

The following skills and processes are outcomes to be achieved within the contexts of Social Studies 20-2. Selected Information and Communication Technology (ICT) outcomes are suggested throughout the program and are indicated by this symbol ➢.

DIMENSIONS OF THINKING

Students will:

S.1 develop skills of critical thinking and creative thinking:

- analyze ideas and information from multiple sources
- determine relationships among multiple sources of information
- determine the validity of information based on context, bias, sources, objectivity, evidence or reliability
- suggest likely outcomes based on factual information
- evaluate personal assumptions and opinions
- determine the strengths and weaknesses of arguments
- identify seemingly unrelated ideas to explain a concept or event
- analyze current affairs from a variety of perspectives
- identify main ideas underlying a position or issue

S.2 develop skills of historical thinking:

- understand diverse historical and contemporary perspectives within and across cultures
- analyze connections among patterns of historical change by identifying cause and effect relationships
- compare and contrast historical narratives
- identify and describe the impact of significant historical periods and patterns of change on society today
- understand the difference between historical facts and historical interpretations
- compare alternative historical narratives
- develop reasoned arguments supported by historical and contemporary evidence
- ➢ describe how changes in technology can benefit or harm society
- ➢ use current, reliable information sources from around the world

S.3 develop skills of geographic thinking:

- analyze the ways in which physical and human geographic features influence world events
- draw conclusions from maps and other geographic sources
- locate, gather, interpret and organize information, using historical maps
- assess the impact of human activities on the land and the environment
- ➢ use current, reliable information sources from around the world, including online atlases

S.4 demonstrate skills of decision making and problem solving:

- demonstrate skills needed to reach consensus, solve problems and formulate positions
- use inquiry processes to make decisions and solve problems
- apply ideas and strategies to contribute to decision making and problem solving
- ➢ describe a plan of action to use technology to solve a problem
- ➢ use appropriate tools and materials to accomplish a plan of action

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SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences
- make meaningful contributions to discussion and group work
- identify behaviours and attitudes that contribute or pose obstacles to cross-cultural understanding
- consider the points of view and perspectives of others
- identify and use a variety of strategies to resolve conflicts peacefully and equitably
- demonstrate cooperativeness in groups to solve problems

S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

- demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community
- promote and respect the contributions of team members when working as a team
- cooperate with others for the well-being of the community

RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

S.7 apply the research process:

- develop and express an informed position on an issue
- develop conclusions based on evidence gathered through research of a wide variety of sources
- use research tools and methods to investigate issues
- consult a wide variety of sources, including oral histories, that reflect varied perspectives on particular issues
- revise questions on an issue as new information becomes available
- select relevant information when conducting research
- cite sources correctly to respect the ownership and integrity of information
- ➢ use calendars, time management or project management software to assist in organizing the research process
- ➢ plan and perform searches, using digital sources
- ➢ generate understandings of issues by using some form of technology to facilitate the process

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COMMUNICATION

Students will:

S.8 demonstrate skills of oral, written and visual literacy:

- communicate effectively in a variety of situations
- engage in respectful discussion
- use a variety of oral, visual and print sources to present informed positions on issues
- ask respectful and relevant questions of others to clarify viewpoints on an issue
- make respectful and reasoned comments on the topic of discussion
- use technology to compose, revise and edit text
- employ technologies to adapt information for context (situation, audience and purpose)

S.9 develop skills of media literacy:

- assess the authority, reliability and validity of electronically accessed information
- analyze the validity of various points of view in media messages
- analyze information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
- analyze the impact of various forms of media
- demonstrate discriminatory selection of electronically accessed information

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Key Issue: To what extent should we embrace nationalism?

Related Issue 1

Should nation be the foundation of identity?

General Outcome

Students will explore the relationships among identity, nation and nationalism.

Specific Outcomes

▸ Values and Attitudes

Students will:

1.1 appreciate that understandings of identity, nation and nationalism continue to evolve (I, C)

1.2 appreciate the existence of alternative views on the meaning of nation (I, C)

1.3 appreciate how the forces of nationalism have shaped, and continue to shape, Canada and the world (I, TCC, GC)

1.4 appreciate why peoples seek to promote their identity through nationalism (I, C)

▸ Knowledge and Understanding

Students will:

1.5 explore a range of expressions of nationalism (I, C)

1.6 develop understandings of nation and nationalism (relationship to land, geographic, collective, civic, ethnic, cultural, linguistic, political, spiritual, religious, patriotic) (I, CC, LPP)

1.7 examine the relationship between nation and nation-state (TCC, PADM, C)

1.8 examine how the development of nationalism is shaped by historical, geographic, political, economic and social factors (French Revolution, contemporary examples) (ER, PADM, CC, TCC, LPP)

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C Citizenship I Identity
ER Economics and Resources LPP The Land Places and People GC Global Connections
CC Culture and Community PADM Power, Authority and Decision Making TCC Time, Continuity and Change

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(continued)

1.9 examine nationalism as an identity, internalized feeling and/or collective consciousness shared by a people (French Revolution, Canadian nationalism, Québécois nationalism, First Nations and Métis nationalism, Inuit perspectives) (I, TCC, C, CC)

1.10 analyze the importance of reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism) (I, TCC, C)

1.11 analyze the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties) (I, C, CC, LPP)

	C Citizenship			I Identity	
ER	Economics and Resources	LPP	The Land Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

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Key Issue: ***To what extent should we embrace nationalism?***

Related Issue 2

Should nations pursue national interest?

General Outcome

Students will understand impacts of nationalism, ultranationalism and the pursuit of national interest.

Specific Outcomes

▸ Values and Attitudes

Students will:

2.1 appreciate that nations and states pursue national interest (TCC, GC, PADM)

2.2 appreciate that the pursuit of national interest has positive and negative consequences (TCC)

2.3 appreciate multiple perspectives related to the pursuit of national interest (TCC)

▸ Knowledge and Understanding

Students will:

2.4 explore the concept of national interest (PADM, I, LPP)

2.5 explore the relationship between nationalism and the pursuit of national interest (PADM, I)

2.6 examine how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period) (PADM, TCC, ER, LPP)

2.7 examine similarities and differences between nationalism and ultranationalism (PADM, I)

2.8 analyze nationalism and ultranationalism during times of conflict (causes of the First and Second World Wars, examples of nationalism and ultranationalism from the First and Second World Wars, internments in Canada, conscription crises) (PADM, TCC, GC, LPP)

2.9 examine ultranationalism as a cause of genocide (the Holocaust, the 1932–1933 famine in Ukraine, contemporary examples) (TCC, PADM, GC)

2.10 evaluate impacts of the pursuit of national self-determination (Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government; contemporary examples) (PADM, TCC, ER, LPP)

	C Citizenship			I Identity	
ER	Economics and Resources	LPP	The Land Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

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Key Issue: To what extent should we embrace nationalism?

Related Issue 3

Should internationalism be pursued?

General Outcome

Students will assess impacts of the pursuit of internationalism in contemporary global affairs.

Specific Outcomes

▸ **Values and Attitudes**

Students will:

3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C)

3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)

3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)

▸ **Knowledge and Understanding**

Students will:

3.4 examine the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, LPP, TCC)

3.5 explore understandings of internationalism (GC, PADM)

3.6 examine how internationalism can be promoted by foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)

3.7 analyze the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council) (GC, PADM, ER)

3.8 examine impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)

3.9 evaluate the extent to which nationalism must be sacrificed in the interest of internationalism (GC, PADM, ER)

	C Citizenship		I Identity		
ER	Economics and Resources	LPP	The Land Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

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Key Issue: To what extent should we embrace nationalism?

Related Issue 4

Should individuals and groups in Canada embrace a national identity?

General Outcome

Students will understand the complexities of nationalism within the Canadian context.

Specific Outcomes

▸ Values and Attitudes

Students will:

4.1 appreciate historical and contemporary attempts to develop a national identity (I, TCC, C)

4.2 appreciate contrasting historical and contemporary narratives associated with national identity (I, C, TCC)

4.3 respect the views of others on alternative visions of national identity (I, C)

▸ Knowledge and Understanding

Students will:

4.4 explore multiple perspectives on national identity in Canada (I, C, LPP)

4.5 examine methods used by individuals, groups and governments in Canada to promote a national identity (symbolism, mythology, institutions, government programs and initiatives) (I, C, LPP)

4.6 identify historical perspectives of Canada as a nation (Louis LaFontaine and Robert Baldwin, the Fathers of Confederation, First Nations treaties and the *Indian Act*, Métis and Inuit self-governance, Louis Riel, French Canadian nationalism, Pierre Trudeau, National Indian Brotherhood) (I, CC, TCC, LPP)

4.7 explore the challenges and opportunities associated with the promotion of Canadian national unity (Québec sovereignty, federal–provincial–territorial relations, Aboriginal self-determination and land claims, bilingualism, multiculturalism) (I, C, CC)

4.8 analyze various perspectives of future visions of Canada (pluralism, multination model, separatism, Aboriginal self-determination, global leadership, North American integration) (I, C, CC)

4.9 develop personal and collective visions of national identity (I, C)

	C Citizenship			I Identity	
ER	Economics and Resources	LPP	The Land Places and People	GC	Global Connections
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Effective September 2008, pages 25 to 40 have been **removed** and **replaced** with the new **provincially implemented** Social Studies 20-1 Program of Studies.

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